

**THE IMPLEMENTATION OF AUDIO-LINGUAL METHOD IN
TEACHING SPEAKING TO THE SECOND GRADE STUDENTS OF
SMPN 1 GADINGREJO PRINGSEWU**

(A Script)

By:

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2019**

ABSTRACT

THE IMPLEMENTATION OF AUDIO-LINGUAL METHOD IN TEACHING SPEAKING TO THE SECOND GRADE STUDENTS OF SMPN 1 GADINGREJO PRINGSEWU

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The aims of this research were to find out an improvement of students' speaking ability after the implementation of Audio-lingual Method and to find out their perceptions toward the method. This research was conducted at SMPN 1 Gadingrejo Pringsewu in academic year 2018/2019 with a total sample of 32 second grade students. The data were collected by using a speaking test in the form of dialogue and interviews. To analyse the quantitative data, a T-Test was run while a descriptive analysis was applied to the qualitative data. The results showed that there was improvement of students' speaking ability after the implementation of Audio-lingual Method. The students also agreed that this method was easy to follow that they enjoyed and understood the lesson more easily. It can be inferred that Audio-lingual Method makes a positive impact to students' speaking ability.

Keywords: Audio-lingual Method, teaching speaking, students' perceptions

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A Script

**Submitted in a Partial Fulfillment of
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In

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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2019**

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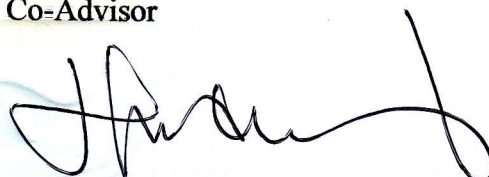
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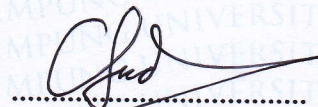


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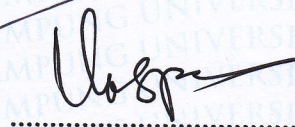
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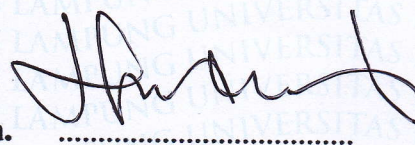
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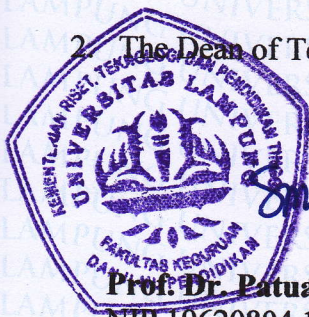
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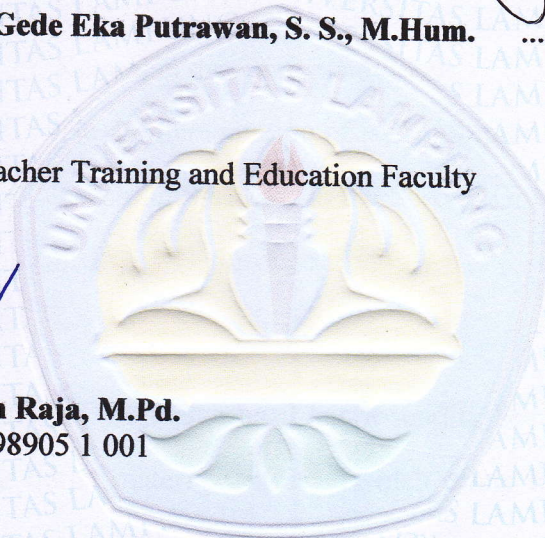


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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Penulis



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CURRICULUM VITAE

The writer's name is Nafisah Yunda Safitri. She was born on June, 24th 1997 in Bandar Lampung. She is the first child of Yunizar, S.Pd and Aprida, S.Pd. Her father is a civil servant in Ministry of Transportation and her mother is a full time housewife. She has one brother and one sister named Dwika Yuda Prasetya Bimantara and Aqilah Yunda Putria Sari.

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DEDICATION

I dedicate this script to:

My beloved parents: Yunizar, S.Pd and Aprida, S.Pd

My brother, Dwika Yuda Prasetya Bimantara

My sister, Aqilah Yunda Putria Sari

My support system, someone who is 246.1 km away

My Almamater, University of Lampung

MOTTO

“Do your best and let God do the rest”

-Anonymous-

“God will not burden you beyond your capability”

-QS. Al-Baqarah: 286-

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I would like to acknowledge my gratitude to the people who had supported me throughout my life and especially in finishing this script. Thus, I would like to express my sincere respect and gratitude to:

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Finally, I realize that this paper still has some weaknesses. Therefore, constructive critics and suggestion are invited for the improvement of this paper. Hopefully, this research paper could give benefit to the readers as well as those who want to do further researches.

Bandar Lampung, 24th of June 2019

The writer

Nafisah Yunda Safitri

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I. INTRODUCTION

This chapter discusses the following points: introduction deals with background of the research; research questions; objective of the research; uses of the research; scope of the research and definition of terms.

1.1 Background

English is considered as an international language that is used for almost every sector in daily activity such as communication. It also becomes one of important subjects that is taught formally at the schools from elementary school to university. As a language, English has four basic skills. Those skills are divided into two groups of skills. They are receptive and productive skills. From those two groups, listening and reading are regarded as receptive skills while speaking and writing are productive skills. These four basic skills should be mastered by students in order to be able to get and share their ideas clearly and effectively. However, speaking skill is the most important skill which should be mastered because in this global era, being able to speak English is essential for people to communicate with global community (Samad & Fitriani, 2016).

Furthermore, as stated in the one of basic competences in Curriculum 13 which is summarized by the researcher, the objective of speaking in English subject in the school is the students must be able to master speaking skill in terms of being able to arrange and make spoken text for both interactional and transactional in accordance with the material in the school or other materials in theoretical perspective. Therefore, it is very important to be able to speak English because it

is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also make it easier for them to get a job (Garg & Gautam, 2015). Departing from the reason of the importance of English speaking, students must master this basic skill which is really useful for them in order to be a good speaker or enable them to get involved in the communication and share their ideas orally.

However, speaking in English is not an easy task because speakers should understand many significant components like pronunciation, grammar, vocabulary, fluency and comprehension (Leong & Ahmadi, 2017). Those five components of speaking are hard to master especially by Indonesian students because it is really extraneous and extremely different from their native language or mother tongue and it becomes their problem.

Other than that, most of the students have several other problems in English speaking like they are lack of self confidence, afraid to do mistakes and feel ashamed to be laughed by their friends because they have low vocabulary and lack of grammar mastery when they are presenting or producing English speaking (Dewi, Kultsum, Armadi, 2017).

Knowing that the most of students still have some problems and fail in mastering speaking ability, it becomes a challenge for English teachers to overcome students' problems. Nowadays, some English teacher still uses traditional method in teaching. Richards and Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis is on reading and writing skills. Other than that, the teacher lets the speaking learning considered as something less important by the students. The teacher just focuses on the process of making right sentences with appropriate grammar and finding the meaning of a text that finally make the students unable to speak in English.

By identifying students' problems, the teachers are expected to provide an effective method for teaching English especially teaching English speaking for the students so that they are interested in it and both teachers and students can reach the expected goal in the end of the learning process. There are various methods in teaching speaking that can be used by the teacher like Grammar Translation, Direct Method, Audio-lingual Method, The Silent Way, Suggestopedia and Communicative Language Teaching. In this study, the researcher proposed to apply Audio-lingual Method because the techniques in this method are good to be applied to teach speaking. Furthermore, the most common used techniques are dialogue memorization, repetition drill and complete the dialogue (Alemi & Tavakoli, 2017). The advocate of this method believes that language learning is a form of habit.

Furthermore, Nunan (2003 in Radwan, 2012) states that Audio-lingual Method is a language teaching method based on the behaviorist notion that learning a language is a process of habit formation. Specifically, Richard and Rodgers (2001 in Radwan, 2012) define it as a method for teaching language through dialogues which puts much emphasis on repetition, memorizing grammatical structures through substitution, singular-plural forms, and tense information, etc. using the target language and the culture where the language is spoken.

It can be assumed that the method can be used in teaching speaking since its principle is for teaching language which focus on repetition, memorizing and drilling that is meaningful for practicing speaking.

Referring from the explanations above, this research tried to apply Audio-lingual Method as a strategy in teaching speaking in junior high school in terms of descriptive text. This research tried to find out the improvement of students'

speaking ability after the implementation of Audio-lingual Method and also to know the students' perceptions of the method—Audio-lingual Method.

1.2 Research Questions

In reference to the background above, the research questions presented by the researcher are as follows:

1. Is there any significant improvement of students' speaking ability after the implementation of Audio-lingual Method to the second grade students in SMP N 1 Gadingrejo?
2. What are students' perceptions toward the implementation of Audio-lingual Method to the second grade students in SMP N 1 Gadingrejo?

1.3 Objectives

From the research questions above, the objectives of this research are:

1. To find out students' speaking improvement after the implementation of Audio-lingual Method to the second grade students in SMP N 1 Gadingrejo.
2. To find out students' perceptions toward the implementation of Audio-lingual Method to the second grade students in SMP N 1 Gadingrejo.

1.4 Uses

The findings of this research are expected theoretically and practically beneficial. Theoretically, this research will give a contribution to the future researchers who are interested in this field. Practically, the finding of this research is expected to be the one of teachers' considerations in teaching speaking as an effective method, especially the implementation of Audio-lingual method.

1.5 Scope

This research was conducted at SMP N 1 Gadingrejo. The students that were chosen were the second grade students by using probably sampling method with simple random sample technique by lottery. There were ten classes and the researcher chose one class which consists of for about 32 students in academic year 2018/2019 as the subject of the research. This research focused on the implementation of Audio-lingual Method in teaching speaking. Five components of speaking such as vocabulary, grammar, pronunciation, fluency and comprehension and also students' perception were explored and evaluated in four meetings with three times implementation of the method and one time interview.

1.6 Definition of Terms

As a prevention of misunderstanding from the reader, definitions of terms which are used in this study are provided as follows:

- 1) Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication (Dewi, Kultsum & Armadi, 2017).
- 2) Speaking ability is an ability to convey our mind and then produce it with utterances to communicate (Utami, 2017).
- 3) Audio-lingual Method is a language teaching method based on the behaviorist notion that learning a language is a process of habit formation (Nunan, 2003 in Radwan, 2012). Here habit formation is by giving drill to the students so that students are used to the correct form of the sentences and the way how to pronounce and utter it.

- 4) Perception is process of how the information is acquired through the sensory receptors (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch (Mussen, 1973 in Nursanti, 2016).
- 5) Improvement is the process of becoming or making something better (Olped, 2008). In this research the improvement is from the result of pretest to the result of post test of the implementation of Audio-lingual Method.

II. REVIEW OF LITERATURE

This chapter is concerned with the discussion on speaking, components of speaking, types of speaking, teaching speaking, Audio-lingual Method, principles of Audio-lingual Method, types of pattern drills, procedure of Audio-lingual Method, the advantages and disadvantages of Audio-lingual Method, procedure of teaching speaking through Audio-lingual Method, students' perception, previous studies, theoretical assumption and hypotheses.

2.1 Concept of Speaking

Speaking is the most essential basic skill of language. It is really needed by someone to exchange ideas or information orally. Specifically, Ladouse in Aryani (2013) stated that speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It can be assumed that speaking is the process which happens between someone to other people to share or to report acts, situation, or ideas sequentially.

In addition, Hughes (2006) states that speaking is the first mode in which children acquire language, it constitutes the bulk of most people daily. It means that speaking is really essential and really affects human daily life especially in the communication in terms of sharing idea orally which becomes the first skill that is acquired by someone related with language.

Speaking is not only about how to speak but also about the way of the speaker building, arranging, and processing the idea with appropriate and understandable sentences. This statement is supported by the statement from Brown (1994) and Burns and Joyce (1997) in Wulandari (2017) who state that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Moreover, Howarth (2001) in Leong and Ahmadi (2017) defined speaking as a two-way process including a true communication of opinions, information, or emotions. It can be assumed that when someone is eager to talk, he or she not only thinks about what idea that will be shared but also about how he or she constructs the idea, delivers it with effective and understandable sentences. It also relates with the message that can be caught and processed in thinking process by the receiver.

In addition, according to Nunan (1999) in Wisudiyantoro (2018) speaking is one of four language skills that are taught in English teaching. Bailey and Savage (1994) in Putri (2015) say that speaking in a second or foreign language has often been viewed as the most demanding of the four skills yet for many people, speaking is seen as the central skill.

Referring from those explanations above, it can be concluded that speaking is the main key in communication. It happens between two or more people which need and results sentences. It deals with the process of thinking, arranging the ideas, and delivering the messages that make other people can get the information. Furthermore, it is one of four basic language skills that is really important and affect the communication which is taught in the school to prepare the learner to be able to communicate with global people.

2.1.1 Components of Speaking

Generally, there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency which are mentioned by Harris in Putri (2015). This theory is supported by Brown (2004) who stated that there are five criteria in assessing students speaking skill. Those five components will be explained as follows:

a) Comprehension

According to Heaton in Julianda (2015), comprehension is the ability of understanding the speakers' intention and general meaning. Heaton also says that if a person can answer or express well and correctly, it shows that he comprehends or understand well. For example A asks B "*What do you think about the film?*" then B answers "*It is interesting*" quickly and correctly it means B comprehends or understand well.

b) Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001: 12). In addition, according to Lado as quoted by Julianda (2015), grammar is a system of units and patterns of language. According to Brown (2001: 362), grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:

- a. Who the speaker is
- b. Who the audience is
- c. Where the communication takes place
- d. What communication takes place before and after a sentence in question

- e. Implied versus Literal Meaning
- f. Styles and Registers
- g. The alternative forms among which a produce can choose

c) Vocabulary

Cameron (2001) in Alqahtani (2015) said that vocabulary as one of the knowledge areas in language plays a great role for learners in acquiring language. Furthermore, Willid in Putri (2015) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary is the word which is used to build up the language. The speakers have to use the appropriate vocabulary to talk or to speak in order to be able to be understood by the listener.

Furthermore, vocabulary deals with word class. The term word class is similar to the more traditional term part of speech which deals with content words and grammatical words (Nordquist, 2018). Specifically, Nordquist defines content words as words with specific meanings, such as nouns, adjectives, adverbs, and main verbs (those without helping verbs). On the other hand, function words are also known as structure words or grammatical words is a word that expresses a grammatical or structural relationship with other words in a sentence. Function words include determiners, conjunctions, prepositions, pronouns, auxiliary verbs, modals, qualifiers, and question words.

d) Pronunciation

It refers to the ability to produce easily comprehensible articulation (Syakur in Nugroho, 2015). It means that pronunciation is the way of the speaker to pronounce the understandable words or phrases. Specifically, Brown in Julianda (2015) states that pronunciation is the language learner has to know how to pronounce and understand the words that are produced by the speaker. Moreover,

according to Thonbury (2005: 128-129) as cited by Wulandari (2017), pronunciation refers to the students' ability to produce comprehensible utterances to fulfill the task requirements.

e) **Fluency**

Fluency is the ease and speed of the flow of the speech (Haris in Nugroho, 2015). It refers to the smoothness of the speaker when he speaks. It also the way how the speaker speaks with clear articulation for each word or phrases.

According to Thonbury in Wulandari (2017), people can be said as fluent speaker if they fulfill following features:

- a. Pauses may be long but not frequent
- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points
- d. There are long runs of syllables and words between pauses

2.2 Types of Speaking

It is important to discuss about the types of speaking, so that it can clarify that speaking is not just about talk and talk but it has some types that has its own meaning and function. According to Brown (2000: 271), there are six types of oral production as follows:

- 1) *Imitative*. This kind of speaking is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. For example when the teacher applies the drilling technique where the students imitate what the teacher said precisely.
- 2) *Intensive*. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or

grammatical aspect of language. Intensive speaking can be self-initiated or it can even for part of some pair work activity, where learners are “going over” certain forms of language.

- 3) *Responsive*. Responsive: short replies to teacher-or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues.
- 4) *Transactional (dialogue)*. Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiative to them than does responsive speech. There are some examples of transactional (dialogue) such as: (1) classroom group discussion, (2) tourists and tour guide when discussing about the destination, (3) customer and hotel receptionist when doing transaction for booking a room for staying and etc.
- 5) *Interpersonal (dialogue)*. Interpersonal dialogue carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. It can be known as *chit-chat talk* where the speaker is not talking or asking in purpose to get information. For example:

A: Hello, long time no see. Where were you?

B: I just stay at home. How about you?
- 6) *Extensive (monologue)*. Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether (Brown, 2004: 142). For example, when The President gives National Speech or when someone doing story-telling.

For this study, the researcher chose transactional (dialogue) type which was related with the topic discussed—descriptive text in the form of conversation to describe someone or something. The students were asked to do dialogue with their partner to describe someone or something that the topics have been determined by the researcher.

2.3 Teaching Speaking

Teaching speaking consists of two words which are teaching and speaking. Those two words have its own definition. According to Hirst and Peters in Jarvis (2006; 18), teaching had to indicate or express some content, that pupils are intended to learn. On the other hand, Jarvis (2006: 11) states that teaching might be regarded as an activity designed to foster human learning. From those two statements, we can conclude that teaching is the process of giving or sharing knowledge from the teacher to the students to make or to force the students to learn.

Then, speaking is a productive skill which consists of systematic verbal utterances to carry out the meaning (Nunan, 2003: 48). It is simply known as the way of someone to tell meaningful information to others with systematic verbal utterances. Departing from these statements, it means that teaching speaking is the process to make the students learn how to build and communicate meaningful phrases in the oral form.

In addition, Kayi in Rudiati (2018) stated that teaching speaking is to teach learners to: (1) produce speech sound patterns with appropriate words, (2) make sentences according to the proper social setting, audience, situation and subject matter, and (3) organize their thoughts in a meaningful and logical sequence.

Furthermore, Nunan (2003: 54-56) says that there are five principles of teaching speaking, they are:

1. Be aware of difference between second language and foreign language in learning context.
2. Give students chance to practice with both fluency and accuracy.
3. Provide opportunities for the students to talk by using group work or pair work.
4. Plan speaking task that involves negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

It can be assumed that teaching speaking is not only about to teach the students how to speak, but also to make the students triggered to construct meaningful idea to communicate with others based on the teaching speaking principles.

2.4 Audio-lingual Method

The Audio-lingual Method (ALM) is a method which was introduced in the United States of America (USA) in 1940s. The emergence of the method was a response to the need for a radical change of foreign language teaching due to the unfriendly relationship between USA and Russia, which launched its first satellite in 1957. The method was much influenced by a method called Army Specialized Training Program (ASTP). The ASTP was triggered by the condition from which USA entered World War II and tried to send its army to take up positions in other countries.

Technically, the method was supported by the appearance on the market of a large variety of mechanical aids, such as tape recorders and language laboratories. Theoretically, the method was based on the findings of the structural linguists, who developed a psychology and philosophy of language learning different from traditional methods. The method was finally developed from the combination of the principles of structural linguistic theory, contrastive analysis, aural-oral

procedures, and behaviorist psychology (Richards and Rodgers, 2001) in Setiyadi (2006). Not much literature on the Audio-lingual Method is now available and most of the ideas in this part have been adapted from *How to Teach Foreign Languages Effectively* (Huebener, 1969) in Setiyadi (2006).

In the Audio-lingual Method (ALM), language learners are equipped with the knowledge and skill required for effective communication in a foreign language. The advocates of the ALM believe that learning is essentially the process of change in mental and physical behavior included in a living organism by experience.

The method considers that the oral forms: speaking and listening should come first, and reading and writing come later. The advocates of the method believe that language learners learn a foreign language as child learns his/her mother tongue. First, he hears sounds and tries to understand the sounds; he/she then attempts to reproduce the sounds. Next, he/she learns to read the written forms. The phases can be described that learning a foreign language there are the passive or receptive phase and the active or reproductive phase (Setiyadi, 2006).

2.5 Principles of Audio-lingual Method

As adapted from Setiyadi (2006), the principles of the method derive from the aims of learning a foreign language. The aims of the method include some aspects of language learning. The linguistic aims of the Audio-Lingual Method are:

1. Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters,
2. Language learners are able to speak in acceptable pronunciation and grammatical correctness,

3. Language learners have no difficulties in comprehending printed materials,
4. Language learners are able to write with acceptable standards of correctness on topics within their experience.

Besides the linguistic aims above the method also has cultural aims. The cultural aims of the method are:

1. Language learners understand daily life of the people, including customs, works, sports, play, etc,
2. Language learners know the main facts concerning the geography, history, social and political life of the people,
3. Language learners appreciate the art and the science of the people,
4. Language learners understand the value of the language as the main factor in their culture.

The cultural aims will accompany the linguistic aims and these will motivate language learners to learn the target language (Setiyadi, 2006). In short, Johnson (1968) states that the principles of the Audio-Lingual Method are:

1. Language is a system of arbitrary vocal symbol used for oral communication,
2. Writing and printing are graphic representations of the spoken language,
3. Language can be broken down into three major component parts: the sound system, the structure, and the vocabulary,
4. The only authority for correctness is actual use of native speakers,
5. One can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language,
6. Languages can be learned inductively far more easily than deductively,

7. Grammar should never be taught as an end in itself, but only as a means to the end of learning the language,
8. Use of the students' native language in class should be avoided or kept to minimum in second language teaching,
9. The structures to which the students are exposed to should always sound natural to native speakers,
10. All structural material should be presented and practiced in class before the students attempt to study it at home.

2.6 Types of Pattern Drills

Setiyadi (2006) states that in order for language learners to practice listening and speaking, there are number of different types of pattern drills that can be used. Language teachers may use one or more than one pattern drill, depending on what patterns learners have to learn. As adapted from Setiyadi (2006) there are 13 types of pattern drills. In the following explanation "T" represents *teacher* and "S" represents *student*. The types of pattern drills are as follow:

- 1) *Repetition Drill*. This drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciation class.

Example:

T : I study in the morning

S1 : I study in the morning

T : I study in the class

S2 : I study in the class

Etc.

- 2) *Substitution Drill*. Language learners are required to replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gender and make some the necessary change.

Example:

T : John is cold.

T : hungry

S1 : John is hungry

T : in the class

S2 : John is in the class.

T : John and Marry

S3 : John and Marry are in the class.

Etc.

- 3) *Transformation Drill*. Language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending on the instruction from the teacher.

Example:

T : The book is new

S1 : Is the book new?

Etc.

- 4) *Replacement Drill*. Language learners replace a noun with a pronoun. It is the same drill as substitution drill but it involves with a replacement.

Example:

T : I like the book.

S : I like it.

T : John will come here.

S : He will come here.

Etc.

- 5) *Response Drill*. Language learners respond to somebody's sentence. In this drill the answer are patterned after the questions. This drill may involve "wh" questions or "yes/no" questions.

Example:

T1 : Alice is at school

T2 :Where is Alice?

T3 : At school.

Etc.

- 6) *Cued Response Drill*. In this drill language learners are provided with a cue before or after the question.

Example:

T : What did the man buy? (a book)

S : The man bought a book.

Etc.

- 7) *Rejoinder Drill*. It is similar to the cued response drill. In this drill language learners are given instruction of how to respond.

Example:

T : come to my house (be polite)

S : Would you like to come to my house.

T : your idea is not good (disagree)

S : I disagree with your idea.

Etc.

- 8) *Restatement*. Language learners rephrase an utterance and address it to somebody else, according to the current of the utterance.

Example:

T : Tell him where you live.

S : I live at Raden Intan Street number 5

T : Ask her what she has for breakfast.

S : What do you have for breakfast?

Etc.

- 9) *Completion Drill.* Language learners are told to supply a missing word in a sentence or statement.

Example:

T : I bring my book and you bring...

S : I bring my book and you bring your book

Etc.

- 10) *Expansion Drill.* Language learners build up a statement by adding a word or phrase.

Example:

T : Mathematics

S : We study mathematics

T : Everyday

S : We study mathematics everyday.

Etc.

- 11) *Contraction Drill.* Language learners replace a phrase or clause with a single word or shorter expressions.

Example:

T : I didn't mean to kill the bird.

S : I didn't mean it.

T : Don't go to that place.

S : Don't go there.

Etc.

- 12) *Integration Drill.* Language learners combine two separate statements.

Example:

T : Which one do you think is true? The earth goes around the sun or the sun goes around the earth.

S : I think the earth goes around the sun.

Etc.

- 13) *Translation Drill*. Language learners translate a sentence from their mother tongue to the target language.

Example:

T : Saya sangat suka buah-buahan.

S : I like fruits very much.

Etc.

2.7 Procedure of Audio-lingual Method

This procedure is a set of the typical steps in teaching the target language through Audio-lingual Method by Huebener (1969 in Setiyadi, 2006). The procedures are as follows:

- 1) The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.
- 2) The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.
- 3) Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, chorus repetition and drill will be necessary.

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

2.8 Advantages and Disadvantages of Audio-lingual Method

Every method in learning has its advantages and disadvantages, so does Audio-lingual Method. The following are advantages and disadvantages using Audio-lingual Method in teaching.

2.8.1 The advantages of Audio-lingual Method:

According to Richard (2001) in Widiyastuti (2017), the advantages of using Audio-lingual Method are:

- 1) In Audio-lingual Method, the students should over learn and given drills, language learning is a process of habit formation, so the students can make the sentence patterns automatically without stopping to think.
- 2) The process of teaching Audio-lingual Method involves extensive oral instruction. Therefore, the students can increase their pronunciations and speaking ability.
- 3) The students can improve their listening ability, because in teaching learning process in Audio-lingual Method, sometimes teachers use tape and language lab to hear dialogue from it.

2.8.2 The disadvantages of Audio-lingual Method:

According to Richard (2001) in Widiyastuti (2017), the disadvantages of using Audio-lingual Method are:

- 1) Audio-lingual teaching is capable of filling an entire class hour with aural-oral language, it is quite possible to argue that Audio-lingual's does not meet this requirement as well as other methods.
- 2) While the presentation of a reading text, for example, may take up a full period, students spend very little of this time focusing on the message, which is presented over and over.
- 3) The pattern practice may also be comprehensible in theory, but students probably do not attend to meaning after the first few repetition.
- 4) The over-use of drill and repetition, produce such as not allowing students' access to the written word in early stages may also add to anxiety.

2.9 Procedure of Teaching Speaking through Audio-lingual Method

Pre-activity:

- a) Teacher greets the students.
- b) The students are introduced to the topic—descriptive text by being explained orally about what descriptive text is.
- c) The students are told about dialogue and its relationship with the topic.

Whilst-activity:

- a) The students get brief summary of the content of the dialogue

- b) The students listen to the teacher while the teacher reads a short dialogue. The dialogue is about describing people.
- c) The students repeat the dialogue line by line after the teacher.
- d) The students repeat each sentences after the teacher a half dozens of time.
- e) The students are devided into two big groups; left and right group. Each group means its role.
- f) The groups are decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups.
- g) The teacher says a word in the form of pronoun, number or etc and lets the students replace a word of the model sentence with it.

For example:

“Can you tell me about your **brother?**” replaced into “Can you tell me about your **father?**”

“He is **tall**” replaced into “He is **smart**”

- h) The teacher drills the students with the new model sentence.
- i) The teacher replays the same step in drilling the students by grouping and decreasing it in size.
- j) The teacher reads a sentence of the dialogue and asks the students to change it. The positive sentence into interrogative and the negative sentence into positive.

For example:

“He is tall” replaced into “Is he tall?”

“He is not diligent” replaced into “He is diligent”

- k) The students are asked to practice the dialogue with their peers.
- l) The students read the form of the dialogue on the whiteboard that has been written by the teacher.
- m) The students are asked to make their own dialogue with their peers about describing something: family members, classmates or pets.
- n) The students perform their work in front of the class.

Post-activity:

- a) The students give *feedback*.
- b) The students with the teacher conclude the lesson.
- c) The teacher closes the lesson.

2.10 Previous Studies

There are several studies that have been done by some researchers about Audio-lingual Method. The first was research conducted by Jurmasari (2014) with the objective to find out the improvement of students' first grade speaking skill by using Audio-lingual Method at Junior High School 26 Makassar. This research used Collaborative Classroom Action Research which consists of two cycles. Then, the result of this study showed that the students' achievement and performance from the first to the second cycle have improved highly.

The second study was a thesis written by Khasanah (2017) entitled “Teaching-Learning Speaking by Using Audio-Lingual Method at The Second Semester of The Eight Grade at SMP N 9 Bandar Lampung in Academic Year 2017/2018.” This study took qualitative descriptive method as the research design with the population is eight grade students and the sample were taken by using purposive sampling technique. The objectives of this research were to describe teaching learning process in teaching speaking by using Audio-Lingual Method, to describe the students’ problems and also to describe the teachers’ problems in teaching and learning process. The result of this study showed that the teaching learning process did not run well and both of the teachers and students have problems during the process.

The third study was from Anggraeni (2007) with research title “Audio-lingual Teaching as an Alternative Method in Teaching Speaking an Action Research Given to the of the first year students of SMP Negeri 2 Pemalang In the academic year 2006/2007.” The purpose of this research was to explain the effectiveness of Audio-lingual teaching as an alternative method in improving the students’ speaking achievement. The researcher used quasi experimental research with pre-test and post-test. The sample of this research was the first grade students of SMP Negeri 2 Pemalang which consist of 40 students. This research showed that the post-test score was better than the pre-test score. Then, Anggraeni suggested that the Audio-lingual teaching Method is one of effective methods.

The fourth research entitled “The Use of Audio-lingual Method to Improve Students’ Oral Past Tense (The Case of Tenth Grade Students of SMA Kesatrian 1 Semarang in the Academic Year of 2010/2011” was conducted by Setiawan (2011) with purposes were to implement the audio-lingual method in grade X.4 students of SMA Kesatrian 1 Semarang in teaching learning process and know the extent of using audio-lingual method improves the oral past tense of SMA

Kesatrian 1 Semarang students. This research was classroom action research with two cycles. The result of this research showed that the students' oral past tense of SMA Ksatrian 1 Semarang improved after being given the treatments by using singleslot substitution drill and transformation drill.

The fifth study is from Radwan (2012) entitled "Teaching English Pronunciation by Using Audiolingual Method: A Study at SMPN 2 Campalagian in Polman Regency" with objective was to find out the effectiveness using audiolingual method in Teaching English pronunciation at the Second Grade of SMPN 2 Campalagian. This research employed quasi-experimental method with two groups pre-test and post-test design. The result of the data indicated that there was no a significant difference between students pretest in the experimental class and the control class and there was a significant difference between students post-test in experimental class and control class.

Based on the five previous studies above on the use and the implementation of Audio-lingual Method, here, the researcher also conducted a research in teaching speaking by using Audio-lingual Method.

Although the focus in this research was the same as the five previous researches on the implementation of Audio-lingual Method, but it also had some differences. The differences can be described such as this research used experimental research design with quantitative and qualitative approaches in teaching speaking. This research was conducted to find out students' improvement in speaking and also students' perceptions of the implementation of Audio-lingual Method in teaching speaking of descriptive text.

2.11 Students' Perceptions

Kumar (2010) in Nursanti (2016) explain the concept of perception in perspective of philosophy, psychology and the cognitive of sciences that “perception is the process of attaining awareness or understanding of sensory information. In addition he also defines that perception is the process of selection, organization, interpretation of stimuli by someone to be a coherent and meaningful picture of the world. Specifically, Mussen (1973) in Nursanti (2016) defines perception as the process of how the information is acquired through the sensory receptors (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch.

Furthermore, according to Harnad (1987) in Nursanti (2016) there are two aspects of perception. The first aspect is cognitive. This aspect emphasizes on understanding and making sense of things. It includes reasoning, arguments, logic and perception. Cognitive aspect can be examined by seeing the result of how emotion, experience, and intelligence contribute to the understanding and responses. Meanwhile, the second aspect is psychology aspect. It only focuses on the relation of experience that influences the stimulation, and then the result of it affects the perception itself.

There are also some factors that influence someone's perception; it includes internal and external factors. For internal factor, the perception of an individual will influenced by psychological factor of someone, thought, feeling, motivation and attention. On the other hand, for external factor, it influenced by outside factors such as stimulus, environment, culture and believe (Walgito, 2001) in Nursanti (2016).

From the explanations above, it can be concluded that students' perception is the process of how the students understand something by sensory receptor that later

transformed into a perception of what they think, see, hear, smell, taste, or touch. In addition, students' perception is affected by internal and external factors that come from inside and outside of themselves which can be examined by cognitive and psychology aspects.

2.12 Theoretical Assumption

As stated by some experts that there are some factors which affect the ability of the students' speaking, those factors are; performance condition, component of languages, motivation and personality. These factors sometimes become the reason of the students to get some difficulties. The difficulties which were experienced by the students make the students do not want to learn and master speaking skill. It needs proper handling to minimize and to overcome the students' problems so that students' ability in speaking will not be obstructed and can be developed.

The application of Audio-lingual Method was expected to give different atmosphere in learning English skill especially speaking ability. It was also expected can attract the students so that they are triggered and can push them to learn and master the speaking ability since it provides a meaningful learning activity with meaningful process. Hence, the researcher believed that this method could give positive impact to the students' speaking ability improvement.

2.13 Hypotheses

Based on the theoretical assumption above, the researcher formulated the hypotheses as follows:

H₀. There is no significant improvement of students' speaking ability after the implementation of Audio-lingual Method.

H₁. There is significant improvement of students' speaking ability after the implementation of Audio-lingual Method.

So, it can be inferred that there would be a difference of students' speaking ability after the implementation of Audio-lingual Method.

III. RESEARCH METHODS

This chapter presents research design, population and sample, variables, research instruments, data collection technique, validity and reliability, and hypotheses testing. All of the subtopics describe about the method used in this research.

3.1 Research Design

Research design is a plan that is used by the researcher in order to collect and get data. Furthermore, this research uses an experimental research design. According to Setiyadi (2013), the purpose of experimental research design is to find the valid relation of some variables and can be used to find the conclusion generally. In addition, experimental research involves a study of the effect of the systematic manipulation of one variable on another variable (Ary et. al, 2010: 26). From those theories, the researcher assumes that experimental research design is the research design that is used to find out the result of one variable that is affected by another variable. Then, this experimental research used quantitative and qualitative approaches with one group pre-test and post-test design to collect the data.

This research involved only one group as its subject with four steps involved. Those steps were pre-test, treatments, post-test and interview. The pre-test was conducted before the treatment administered to find out the students' speaking ability before any treatment. Next, the post-test was given after the treatment to measure the students' speaking ability after the treatment. Then, after administering the post-test, the students were interviewed to find out the students'

perceptions of the implementation of the Audio-lingual Method. Meanwhile, during the implementation of the treatment, the researcher used Audio-lingual Method for teaching speaking. The design for this research as follows:

$$T_1 \ X \ T_2$$

(Setiyadi, 2013: 132)

Where:

T_1 = Pre-test (a dialogue test which was done before the treatment)

X = Treatment (teaching speaking through Audio-lingual Method with three meetings or three times treatment)

T_2 = Post-test (a dialogue test which was done after the treatment)

3.2 Population and Sample

Population is defined as all members of any well-defined class of people, events, or objects (Ary, 2010:148). The population in this research was the students of second grade classes in the second semester at SMP N 1 Gadingrejo, Pringsewu academic year 2018/2019.

Furthermore, in order to get the data, the researcher took a sample from the population. Sample is used to collect the data and it is expected to be generalized for the population. In this research, the researcher chose one class of second grade students at SMP N 1 Gadingrejo with number of students is 32. In defining the sample, the researcher used probability sampling method with simple random sample technique by using lottery which means every second grade class in the school had the same opportunity to be chosen as the sample.

3.3 Variables

In this study there were two variables, they were independent variable (X) and dependent variable (Y). Audio-lingual Method was considered as independent variable (X) because it was investigated whether it affected the dependent variable or not in this study. Then, speaking ability was considered as dependent variable (Y) because this variable was measured to know the effect of implementation of Audio-lingual Method.

3.4 Instruments

During the research, the researcher needed tools that could help her to find and collect the data needed and it is called instrument. According to Arikunto (2010: 192), instrument is a device used by the researcher while collecting data to make her work become easier and get a better result complete and systematic in order to make the data easy to be processed. In this research, the instruments that were used by the researcher to collect and get the data required are speaking tests, video recording and interview protocol about the students' perception of the implementation of Audio-lingual Method. The specification of each instruments are as follows:

1) Speaking Tests

The speaking tests were conducted before and after the treatment and it is called as pretest and post test. The speaking pretest and post test were in the form of dialogue about describing something or someone. For each test, the students were given maximally 2 minutes to finish the test.

2) Video Recording

Video recording was done for pretest, the implementation of Audio-lingual Method, post test and interview. It functions to help the researcher give

score to students' pretest and post test more accurately and also to make sure that the interview is valid and reliable.

3) Interview Protocol

The used interview protocol in this research was open-ended interview. It was adapted from an expert in English and translated into Indonesian by the researcher to avoid misunderstanding between the students and the researcher.

3.5 Data Collecting Technique

The researcher administered both pre test and post test also the interview based on the planning as follows:

3.5.1. Pre-test

The pre-test was conducted to measure students' speaking ability before the treatment. The test was oral test in the form of dialogue about descriptive text, where the students should describe one of determined topics from the researcher. The oral test of dialogue should be practiced by the students maximally two minutes in front of the class

3.5.2. Post-test

The post-test was done after the implementation of Audio-lingual Method to measure the development of students' speaking ability. The test was also oral test in the form of dialogue about descriptive text, where the students should describe one of determined topics from the researcher. The dialogue should be practiced by the students maximally two minutes.

3.5.3. Interview

The interview was done after conducting the post-test. It was used to find out students' perception of the implementation of Audio-lingual Method. The interview used for about ten guided questions which is called interview protocols. The used interview guide or interview protocol is open-ended questions. The interview was done in Indonesia to avoid misunderstanding between the researcher as the interviewer and the students.

3.6 Research Procedures

Here are some procedures that were applied by the researcher:

1. Determining population and sample

The population of this research was the second grade students of SMP N 1 Gadingrejo in the second semester academic year 2018/2019. Then, the researcher chose one class randomly with the number of students was 32 students as the sample class.

2. Administering a pre-test

A pre-test was conducted before the implementation of Audio-lingual Method. The test was done by asking the students to make dialogue about descriptive text, where the students should describe one of determined topics from the researcher and perform it in front of the class. The researcher gave the students two minutes for presenting the dialogue. The pretest was video recorded to help the researcher to give score to students' speaking test more accurately.

3. Conducting the treatments

The treatment was given three times after the pre-test. It requires 2 x 40 minutes for each meeting. The researcher who took role as teacher taught the students by using Audio-lingual Method. At first, the students listen to the brief summary of dialogue that will be presented by the teacher. The dialogue was about describing someone or something which was related with the topic discussion—descriptive text. After that the students repeated the dialogue sentence per sentence. Then, they were asked to practice the dialogue in front of the class. The whole treatment was video recorded by the researcher as the requirement of reliability of interview of students' perceptions.

4. Administering a post-test

A post-test was given after the implementation of Audio-lingual Method and the difficulty level of the pre-test and post-test is the same. It was used for measuring the improvement of students' speaking ability after the treatment. In the post test, the students also were asked to make dialogue about descriptive text, where the students should describe one of determined topics from the researcher and perform it in front of the class. The researcher gave the students two minutes for presenting the dialogue. The pretest was video recorded to help the researcher to give score to students' speaking test more accurately.

5. Interviewing the students

The interview was done after administering a post-test. It was used to find out students' perceptions of the implementation of Audio-lingual Method. This was done by asking some questions and showing the students recorded video of teaching learning process.

3.7 Validity and Reliability

It is important to discuss validity and reliability because it deals with the suitability and the consistency of the test. If the test is not suitable and consistent, the expected data will not be gained. The further explanations about validity and reliability are as follows:

3.7.1. Validity

Validity is the most important consideration in developing and evaluating measuring instruments. Validity concerns the extent to which the scale really measures the attitude construct of interest (Ary *et al*, 2002: 213). The researcher analysed the tests—both of pretest and post test from content validity and construct validity to measure if the test has good validity.

a) Content validity

As stated by Ary *et al* (2010: 226), to have a content validity, the instruments are representative of some defined universe or domain of the content. In this research, the pre-test and the post-test were in the form of dialogue. The test was adapted from the English teacher's and student's book which the test must be suitable with subject that is taught to the students and it is based on the course objectives in the syllabus of the K-13 curriculum.

b) Construct validity

The construct validity of a test is a test which is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton, 1975: 159). Based on the theory above, in the test, the researcher asked the students to do conversation about descriptive text

to measure students speaking ability and this fulfill the construct of speaking test and the construct validity.

3.7.2. Reliability

Reliability is a consistency of a measurement or how far that measurements can be measured the similar subjects in different time but showed the same result (Setiyadi, 2013). In addition, according to Ary (2002: 250) reliability is concerned with the effect of such random errors of measurement on the consistency of scores. Before scoring the students' speaking ability, it is important to make sure that both raters used the same criteria of scoring (Jacobs et al in Wulandari, 2017). In this research, the researcher uses *Rank-order Correlation* to measure the reliability of the scoring with formula:

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Where :

P : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch & Farhady in Wulandari, 2017)

After calculating the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard below:

Table 3.1 Coefficient of Reliability

A very low reliability	range from 0.00 to 0.19
A low reliability	range from 0.20 to 0.39
An average reliability	range from 0.40 to 0.59
A high reliability	range from 0.60 to 0.79
A very high reliability	range from 0.80 to 1.00

(Slameto in Wulandari, 2017)

The result of reliability of pretest

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$P = 1 - \frac{6 \cdot 950}{32(32^2 - 1)}$$

$$P = 1 - \frac{5700}{32736}$$

$$P = 1 - 0.174$$

$$P = 0.826 \text{ (a very high reliability)}$$

(For the calculation see appendix 11 & 12)

The result of reliability of post test

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$P = 1 - \frac{6 \cdot 378}{32(32^2 - 1)}$$

$$P = 1 - \frac{2268}{32736}$$

$$P = 1 - 0.07$$

$$P = 0.93 \text{ (a very high reliability)}$$

3.7.3. Triangulation

Triangulation means mixing two ways or two methods in collecting the data of research subject's behavior (Setiyadi, 2013). This research used triangulation to make sure that the interview is consistent so that it can be used generally. Cahon and Manion (1980) in Setiyadi (2013) divided triangulation into some types as follows:

1. *Time Triangulation*. Time triangulation can be *cross-sectional* and *longitudinal*. *Cross-sectional* means that the data is collected in the same time for different group and *longitudinal* means the data is collected from the same group in different time.

2. *Place Triangulation.* To collect the data to be more accurate the researcher also can use place triangulation which means collecting the data from different place for the similar data. The different place is expected give general result of the research because the data is collected not only from one place. In social field, different place tends give different data so that can be gained the result which can be applied generally.
3. *Theory Triangulation.* With this method the researcher collect the data based on different theory or analyze the same data with different theory.
4. *Method Triangulation.* The researcher uses different method to collect similar data.
5. *Researcher Triangulation.* To collect the same or similar data, it can be done by some people. By involving some researchers, the research relatives having high level of trust.
6. *Methodology Triangulation.* This triangulation can be done to collect the data from the same learning process by using different approach such as quantitative and qualitative approaches so that the researcher collect the different data of quantitative and qualitative in the same time.

In this research, triangulation which was used by the researcher was method triangulation where the researcher collected the data needed by using different method. The data were gained from the interview and supported by video recording. The interview was administered after the treatment while video recording was done during the treatments. Furthermore, the function of video recording was to make sure that students' answer in interview is consistent.

3.8 Scoring System

To get the result from the tests, the researcher should score the students' tests in order to get the data. In this research, the researcher used oral English rating sheet

by Brown (2004) as the guided to give score for the students' test. The researcher chose this rating sheet because this sheet is appropriate scoring sheet where assess the five components of speaking as explained before. The rating sheet as follows:

Table 3.2 Oral English Rating Sheet

No	Criteria	Rating Score	Comments
1.	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		5	Equivalent to that of an educated native speaker.
2.	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.

		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3.	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speed repetition or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge).
		3	Comprehension is quite complete at normal rate of speech.
		4	Can understand any conversation within the range of his experience.
		5	Equivalent to that of an educated native speaker.
4.	Fluency	1	No specific fluency description. Refer to other four

			language areas for implied level of fluency.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5.	Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4	Errors in pronunciation are quite rare.
		5	Equivalent to and fully accepted by educated native speakers.

Scoring guideline:

Final result score	=	the sum of the score x 4
Grammar	=	5 x 4 = 20
Vocabulary	=	5 x 4 = 20
Comprehension	=	5 x 4 = 20
Fluency	=	5 x 4 = 20
Pronunciation	=	5 x 4 = 20 +
Maximal score	=	<hr/> 100

Grammar	=	20%
Vocabulary	=	20%
Comprehension	=	20%
Fluency	=	20%
Pronunciation	=	20% +
Maximal score	=	<hr/> 100%

In order to see whether there is significant improvement of students' speaking ability, the researcher examined the score of student' pretest and post test. The pretest and post test score was scored by two raters. The first rater was the researcher and the second rater was English teacher.

3.9 Data Analysis

After conducting pre-test and post-test, the researcher analyzed the data. It was done to know whether there is significant improvement of students' speaking ability after the implementation of Audio-lingual Method. The researcher examined the students score by the following steps:

1. Scoring the pre-test and post-test.

2. Calculating the total score of pre-test and post-test from the five components in speaking that was scored by using oral rating sheet by Brown (2004). The total score is the average of five components score that students gained.
3. Input the data.
4. Tabulating the score of the students' speaking ability result by using Statistical Product and Service Solutions (SPSS).
5. Analyzing the result of the calculation.
6. Drawing conclusion from the T-Test result of pre-test and post-test, that is statistically analyzed by using SPSS (Statistical Product and Service Solutions) in order to examine whether the improvement of the students gain is significant or not.

Then, because in this research the researcher also did qualitative research to find out the data of students' perceptions toward the implementation of Audio-lingual Method, so the data was analyzed by the following steps:

1. Collecting the data from the interview.
2. Transcribing the collected data.
3. Analyzing the data by coding the responses in vivo from the students.
4. Making conclusion of the result.

3.10 Hypotheses Testing

In order to know the gain that was obtained by the students, the pre-test and post-test result was compared. Repeated Measure T-Test was utilized towards the average score of pre-test and post-test. The researcher chose Repeated Measure T-

Test since the aim of this test is to compare two kinds of data or mean from the same sample. Moreover, the result of t-test was used to investigate the significance effect of Audio-lingual Method towards students' speaking ability and to prove whether the proposed hypotheses is accepted or rejected.

The hypotheses are:

H_0 : there is no significant improvement of students' speaking ability after being taught by using Audio-lingual Method.

H_1 : there is significant improvement of students' speaking ability after being taught by using Audio-lingual Method

(Hatch and Farhady, 1982: 111)

The criteria for accepting the hypothesis are as follows:

H_0 is accepted if $p > 0.05$.

It means that there is no significant improvement of students' speaking ability after being taught by using Audio-lingual Method.

H_1 is accepted if $p < 0.05$.

It means that there is significant improvement of students' speaking ability after being taught by using Audio-lingual Method.

V. CONCLUSIONS AND SUGGESTIONS

This chapter describe the conclusion of the result of the research and also the suggestion from the resrach to other researchers and alo English teachers who are in trying to apply Audio-lingual Method in teaching speaking.

5.1 Conclusions

Based on the result and discussion of findings in the implementation of Audio-lingual Method in teaching speaking at SMP Negeri 1 Gadingrejo Pringsewu, the researcher draws the conclusion as follows:

1. There is improvement in students' speaking ability after being taught by using Audio-lingual Method. This result was supported by *mean* score of pretest which is originally 57.37 then becomes 72.87 in post test with the most improved aspect is fluency. Furthermore, this method is good for teaching and learning process of speaking.
2. This method was agreed 100% by the students as an easy method that can make the students follow the teaching learning process successfully. Almost of the students also feel confident and interested and also motivated because of this method.

5.2 Suggestions

Referring from the conclusion above, the researcher recommends some suggestions as follows:

1. English teachers are suggested to apply Audio-lingual Method in teaching speaking since in this study the researcher found that this method is really effective to be applied in teaching speaking. Besides it improves students' speaking aspects especially in fluency, it is also able to build positive perceptions to the students.
2. The future researcher are suggested to apply this method to other levels of students with other various topics since this study was applied for second grade students in junior high school and discussed about descriptive text.

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