THE USE OF AUDIO LINGUAL METHOD TO IMPROVE STUDENTS' SPEAKING ACHIEVEMENT IN VOCATIONAL SCHOOL

(Classroom Action Research of the Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu In Academic Year 2018/2019)

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana* (S.Pd)in Study ProgramEnglish Education of IAIN Bengkulu

By :

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RATIFICATION

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Wassalamu'alaikum Wr.Wb

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DEDICATION

With gratitude and all my love,this thesis is dedicated to :

1. *My lovely God(Allah SWT) and greatest prophet Muhammad SAW who always guides and give strength.*

2. *My beloved father (Sapli) and my beloved mother (Elia). Thank you very much for everything you've given me. I'll try to make you proud and happy. You are my truly heroes,that always give me support,advice,pray,love,and spirit.*

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MOTTO

"Eat failure,and you will know the taste of success."

(Anda tidak akan mengetahui apa itu kesuksesan sebelum merasakan kegagalan)`

"When action is equivalent to success"

(Sukses berbanding lurus pada tindakan yang dilakukan).

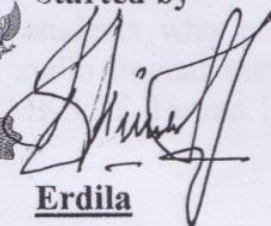"Sedikit Bicara banyak bekerja"

By Erdila

PRONOUNCEMENT

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     I hereby sincerely state that the thesis entitled "**The Use of Audio Lingual Method to Improve students Speaking Achievement in Vocational school** (*Classroom Action Research of Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu in Academic Year 2018/2019*) is my real masterpiece. The things out of my masterpiece in this my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Bengkulu,…….2017

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ABSTRACT

**ERDILA.2019. The Use of Audio Lingual Method to Improve students Speaking Ability (*Classroom Action Research at Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu in Academic Year 2018/2019).*

Thesis. English Letters Study Program. Islamic Education and Tadris Faculty.

Advisor: 1. Riswanto M.Pd,Ph.D , 2. Fera Zasrianita, M.Pd

Key Wods: *Students Speaking Achievement and Audio Lingual Method*

The problem on this research was the students SMKS 15 Taruna Indonesia Bengkulu were low of speaking ability. In reaching the goals of the teaching learning of speaking, the use of an appropriate method is keenly needed. The aim of this research is t o improving students' speaking ability by Audio Lingual Method as a method at tenth grade at SMKS 15 Taruna Indonesia kota Bengkulu in academic year 2018/2019. This research were a classroom action research. It was aimed to explain whether audio lingual method can improve students speaking skill and step of audio lingual method which improved students speaking skill. The subject of this research were 35 students, consist of 27 male and 8 female. The researcher were conducted in two cycle which include plan,action, observation and reflection. The evaluation test was administered at the end of each cycle. The result of this research shows that audio lingual method can to improving students speaking ability. The mean score of the pre-assesment was 56,39 there were no students who could pass standard of minimum completness (KKM). The mean score of cycle one was 61,71 student who could not pass KKM the mean score of cycle two 71,79 students who could pass standard of minimum completness (KKM) it so that audio lingual method can improve students speaking ability at tenth grade at SMKS 15 Taruna Indonesia kota Bengkulu in academic year 2018/2019.

ABSTRAK

ERDILA.2019. The Use of Audio Lingual Method to Improve students Speaking Ability *(Classroom Action Research at Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu in Academic Year 2018/2019).*

Skripsi. Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris

Pembimbing : 1. Riswanto M.Pd,Ph.D , 2. Fera Zasrianita, M.Pd

Kata Kunci   : *Students Speaking Achievement and Audio Lingual Method*

Masalah yang ditemukan di penelitian ini ialah,nilai dari kemampuan berbicara bahasa inggris yang masih rendah. Tujuan dari penelitian ini ialah untuk meningkatkan kemampuan berbicara bahasa inggris dengan menggunakan metode audio lingual sebagai metode ajar bahasa inggris di kelas X SMKS 15 Taruna Indonesia Kota Bengkulu pada tahun ajaran 2018/2019. Penelitian ini adalah penelitian tindakan kelas. Yang bertujuan untuk menjelaskan bahwa metode audio lingual bisa membantu untuk meningkatkan kemampuan berbicara bahasa inggris. Subjek di penelitian ini ialah 35 siswa yang terdiri dari 27 laki-laki dan 8 perempuan. Penelitian ini terdiri dari 2 (dua) cycle yang didalamnya termasuk perencanaan, tindakan,observasi,dan refleksi. Evaluasi tes telah di atur di akhir pada setiap cycle nya. Hasil penelitian ini menunjukan bahwa metode audio lingual adalah metode yang efektiv untuk membantu siswa kelas X dalam meningkatkan kemampuan bahasa inggris siswa. Score rata-rata dari pretest adalah 56,39 yang aman siswa belum mencapai kriteria ketuntasan maksimum (KKM) di pretest. Rata-rata siswa di cycle 1 adalah 61,71 siswa belum mencapai kriteria ketuntasan maksimum (KKM). Rata-rata siswa di cycle 2 (dua) 71,79 siswa sudah mencapai kriteria ketuntasan maksimum (KKM) bisa disimpulkan bahwa metode audio lingual adalah efektiv dalam membantu meningkatkan kemampuan berbicara bahasa inggris siswa kela X di SMKS 15 Taruna Indonesia Kota Bengkulu tahun akademik 2018/2019.

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The reseacher realizes that this thesis is still far from being perfect. The reseacher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, juni 2019

The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In this modern era, some schools in our country move to be designed based international school where English used as the obligatory study to be mastered by all teachers and students. Language as a tool for communication takes an important role in our daily activities. Without communication,we will be left behind. English used as aistrument of instructional in teaching learning process every subject.Communication in foreign language is abrige to get more information about knowledge and culture.

English is essential to be taugh for the younger people, for this case ; student from beginner up to the senior high school. In developing the studens' ability in mastering English, it cannot be separated from speaking ability. Because it can be important for student communication in English.By speaking well we can understanding communication in English easily.

As a result, the achievement of the participants students in English language less good than the eyes other lessons. As one of the four language skills, listen occupy important positions and roles in the context of human life, especially in the current era of reform and communicat. In English, there are four skills that should be mastered, they are: listening, speaking , reading , and writing. Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted. The phenomenon that most language teachers emphasize their teaching in the mastery of grammar is the

clearest evidence. They saw to forget that speaking also deserve attention as much as literary skill.

According to Nazara in Guzel, stated that speaking is regarded as an important element in learning a foreign language that is a productive language skill.[1] Maxom states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students expres their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their their facilitators and pairs to practice English. So speaking is ability of people to communicate with other people by using verbal language.

Furthermore, in teaching speaking, it becomes the problem when it doe s not reach its target and students are lack of patience and so forth. Those kinds of problems which commonly occur in teaching speaking should be really taken care and solved. Because the success or the failure in accom plishing teaching speaking and the implementation of the effective method relies heavily on teaching and learning process in the classroom. Audio-lingual method or audiolingualism is a method or style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes those certain traits of living things, and in this case humans, could be trained through a system of reinforcement. This approach is similar to the previous one, the direct method. Like the direct method, the audio-lingual method supposed that the students are taught a foreign language directly, without using the students' native language to explain new words or grammatical rule

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[1] Guzel, S. and Aydin, S. (2016). The Effect of Second Life on Speaking Achievement. *Global Journal of foreign language teaching*. 6(4), 236-245. P. 237

in the target language. However, unlike the direct method, the audio-lingual method doesn't focus on teaching vocabulary.

Rather, the teacher drills the students in the use of spoken grammar.On the other hand, Freeman in Prapasa states in the use of grammatical sentence pattern by the Audio-Lingual Method drills students. To improve students' target language communicatively as it indicates that the focus of this lesson.[2] The Audio-lingual Method consists of eleven techiques which can be achieved by students.

This Audiolingual method is a method whose implementation focuses on training activities, drill, memorizing vocabulary, dialogue, reading texts. As for in practice students are invited to learn (in this case English directly) without having to bring in a native language. The basic and teaching procedures in this method are also taken from the previous method, namely the Direct Method. In addition, the purpose of Audiolingual is also no different from the Direct Method which is to create communicative competence in students.

As is known, pronunciation (pronunciation), composition and other aspects between foreign languages and mother tongue are very different. Therefore, in foreign language learning (in this case English) students are required to say and/or read repeatedly word for word given by the teacher so as not to be affected as much as possible with the mother tongue. Repetitions made over time will become a habit. Likewise in terms of pronouncing foreign language words (English), if it has become a habit,

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[2]Prapasa, AjiSetiawan. *" The use of audio lingual method to improve student oral past tense. The case of the tenth grade students of SMA Kesatrian 1 Semarang in the Academic Year of 2010/2011."*A Thesis (Unpublished): University Negeri of Surakarta.(2011). P. 10

students will automatically andreflexively do it. So that in its implementation, so that the business can run smoothly, it requires the seriousness of both the teacher and students. The audio - lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively . The purpose of the repetition/drills is to break down the troublesome sentences into smaller part.Drilling is a key feature of audio-lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice.

Based on the observation while the researcheto grade X students at SMKS 15 Taruna Indonesia Bengkulu, however, some problems were still found in the students' abilities in English, especially in speaking. The students' speaking skills were relatively low. They havedifficulties in expressing idea and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had difficulties in pronouncing certain English words. To be able to speak, instead of pronunciation, the richness of vocabulary was also important.

However, most students lacked vocabulary mastery and only few students in the classroom consulted a dictionary. Their competencies in grammar were also poor. Therefore, they prefered to be silent and not fully participate in the classroom activities. In addition, the classroom activities were less motivating the students in learning. The class was monotonous and less fun learning activities. Based on the conditions above, it could be concluded that the students' speaking skills were low. In regard with the problems above, the research team agreed to work collaboratively to overcome the problems and to improve the speaking skills' at grade X students of SMKS 15

TarunaIndonesia Bengkulu with using audio lingual method. as this method researchers believe is able to improve and guide the students to speak. develop students' imaginations, accommodate their interests, stimulate them to express ideas and also make the learning process more interesting and entertaining[3].

Preliminary on Thursday February 14th 2019 study was conducted by interviewing the teacher of English (Mr.Dedi Martin) the tenth grade students of SMKS 15 Taruna Indonesia Bengkulu. Firstly the teacher said that most of the tenth grade students have difficulties in learning speaking skill especially communication in english .some students have a hard time speaking English, every time they are told to speak to the future they are always scared and looking for reasons to avoid it. Secondly, They were also lack of vocabulary and difficult to convey their ideas clearly. The students did not know what they had to said.

The researcher found of the problem after doing the exercise in speaking. First most students have no motivation to speak English. Secondly students still have difficulty like vocabulary and content to give their speaking ideas. Third lack of confidence to speak English in front . Fourth when learning english find their mother tongue so difficult to use foreign language. Fifth of the strategy used by teachers is not the right strategy, so the learning process is boring. Sixth Lack of Explanations from Teacher, every one doing the learning process, so that students do not understand the subject matter especially the speaking lesson. From to the problems above, the teacher should know how to use method or strategy apply good as, and the teacher can help students to increase their motivation, so they can speaking in english easily. In this study

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3 SMKS 15 TarunaIndonesia ,*Observation*,(17-25 February 2019).

the researcher focus on use of audio lingual method to improve student speaking achievment.[4]

By paying attention to other issues and considerations that researc the use of audio lingual method to improve student speakingachievment has never been implemented, the researchers intend to raise this issue in a study entitled "The use of audio lingual method to improve student speakingability *Classroom Action Research at Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu In Academic Year 2018/2019).*

B. Identification of the Problem

As mentioned earlier, the speaking skills at grade X students of SMKS 15 Taruna Indonesia Bengkulu were low. The problem was affected by some factors such as the students, the teachers, and the process of the speaking class itself. 1.) factor was the students. The students thought that speaking English was difficult. They hesitated to express their ideas and were also shy to speak. The students lacked confidence to speak because they were afraid of making mistakes. Therefore, they prefered to be silent and not fully participate in the activities. To be able to speak, instead of pronunciation, the richness of vocabulary was also important. However, they still lacked of vocabulary mastery and only few students in the classroom consulted a dictionary. 2.) was the factor related to the teacher. Method which were considered powerful to attract the students' attention was absent in the teaching and learning process. 3.) The teacher always taught the students using book of which the materials were not interesting. 4.) The classroom activities were less motivating the students in learning. The class was monotonous and less fun learning

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4Dedi Martin. *Interview in Smks 15 Taruna Indonesia Bengkulu* (14 Februari 2019)

activities. Besides, it was said by the teacher that the concern of teaching speaking was mostly to prepare the students to join competitions, such as speech contests and the like. In addition, the focuses of National Examination were only cover the area of reading and writing. As the consequences, the limited speaking activities and practice taught in the class promoted to the students' low speaking abilities.

In conclusion, all aspects related to the teachers, the students, and the teaching and learning process in grade X students at SMKS 15 Taruna Indonesia Bengkulu need to be improved. The improvement can use audio lingual method as method to improve the students' speaking skills.

C. Limitation of The Research

Based on the problem above,the researcher limited the problem into the use of audio lingual method to improve students' speaking ability at SMKS 15 Taruna Indonesia Bengkulu and focused on the method could be used to solve the problems.

D. Research Question

Based on the problem identification and problem restrictions above then the problems to be studied can be formulated as follows :

Can Audio lingual method to improve student speaking ability ?

E. Objectives of the Research

The objective of the research is to improve the speaking skills at grade X students of SMKS 15 Taruna Indonesia Bengkulu through audio lingual method.

F. Significance of the Study

The significant of the study will be some uses:

1. As a reference for everyone who is learning about speaking skill.

2. To make the students be aware when they making good conversation with other people.

3. To find some information for the speaker how the way to speak English using audiolingual method to improve student.

G. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Audio Lingual Method

   The audio lingual method is a language learning method that prioritizes drill (repetition).[5] The method arises because too much time is taken in learning the target language. In fact, for certain purposes, it is necessary to master language quickly such as war, visits, and so on. In audiolingual based on a structural approach, the language taught is devoted to the pronunciation of words, and intensive training of sentence patterns.

2. Speaking

   In language,speaking is a skill must be mastered by student or one of the major skills. To formulated as communicative competence use English Curriculum. Celce-Murcia, Dornyei and Thurrellsuggested that language as a to communication. The model of language learning is toparticipate in

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[5]Brown. D. (2002) *Teaching by principles*: *An interactive approach to language pedagogy.* Pearson Longman (Third Edition). San Francisco state university. P. 23

community of language users[6].Its aim is to get people to communicate with other surrounding people. It seems to be nonsense if they don't use the vocabulary terms as a modal to speak the foreign language. Next, their idea of speaking can be easily understood if they apply the correct grammar.

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[6] Consortium of linguistic and literature ,(2016).Google: *Contemporary issues in englishlinguistics,literature,and education:* UIN Sunankalijaga Yogyakarta. P. 139.

CHAPTER II

LITERATURE REVIEW

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation.

B. Audio Lingual Method

In the firts half of this century, the audio lingual method,like the direct method we have just examined,is also an oral based approach. direct Method did not take hold in the United State the way did in Europe. The Audio Lingual Method drills student in the use of grammatical sentence patterns. While one could easily find native-speaking teachers of modern foreign languages in Europe, such was not the case in the United States.

It also, in linguistics and psychology unlike the Direct Method,has a strong theoretical base. developing the method, and the reason it has sometimes been referred to as the Michigan Method in Structural linguistic.[7]Also European high school and university students did not have to travel far to find opportunities to put the oral skills of another language to actual,practical use. Moreover, U.S. educational institutions had become firmly conficed that a reading approach to foreign languages was more useful than an oral approach, given the perceived linguistic isolation of the United States at the time.

1. **Definition and characteristics of Audio Lingual Method**

The Audio-lingual method, like the direct method, is also an oral approach. That is very different in situations that rather than emphasizing

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[7]Lansen, D.and Freeman.(2000). *Techniques and principles in language teaching.* (2nded.). Oxford university Press. P. 35.

vocabulary acquisition through exposure to its use, in grammatical sentence patternsthat use the Audio-lingual method drills students[8].

Furthermore, Brown (1994:57) explains that the Audio-lingual Method was widely used in the United States and other countries in the 1950's and 1960's. It is still used in some programs today. This method is based on the principles of behaviour psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the reading approach. This new method incorporated many of the features of the earlier Direct Method, but the disciplines added the concepts of teaching "linguistics patterns" in combination with "habit forming".

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 stimulation through shaping and reinforcement. Thus, the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat and the wrongness of speaking is avoided.

In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. Dialogues provide for students the structure and idea of how to use some types of patterns in some sort of situations. Usually dialogues illustrate socio-cultural situations of a target language, such as greeting, opinion exchanges, likes or dislikes, standard safe to pics (weather, hobbies…. .etc.) that help students to memorize which

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[8]Lansen, D.and Freeman.(2000). *Techniques and principles in language teaching.* (2nd ed.). Oxford university Press. P. 35.

utterance is suitable for each situation. By repeating and memorizing whole dialogue or some specific parts of it, learners should emphasize on proper pronunciation, intonation, stress and rhythm usage. Brown stated that the audio lingual method is firmly ground in linguistic and psychological theory.[9]He added it is advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio lingual methodology.

Table 1.
Techniques and principles in language teaching (Oxford University Press)

Method	Focus	Characteristics
Grammar Translation	Written literary texts	Translate from English into your native language
Direct Method (also called Natural Method)	Everyday spoken language	Student learns by associating meaning directly in English
Audio-Lingual Method	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
CognitiveCode Approach	Grammar rules	English grammar rules deduced and then understood in context
Humanistic Approaches – 4 popular examples:		
- The Silent Way	Student interaction	Teacher is silent to allow

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[9]Brown. D. (2001) *Teaching by principles*: *An interactive approach to language pedagogy.* Prentice hall regents Englewood cliffs,New jersey 07632. San Francisco state university. P. 57.

	rather than teacher	student awareness of how English works
- Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
- Community Language Learning	Student interaction	Understanding of English through active student interaction
-Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response)	Listening comprehension	Englishspeaking delayed until students are ready; meaningclarifiedthrough actions and visuals
Communicative Language Teaching	Interaction, authentic communication and negotiating meaning	Understanding of English through active student interaction; role play, games, information gaps
Content-based, Task based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving
Learning Strategy	How to learn	Teach learning strategies,

Training, Cooperative Le arning, and Multiple Intelligences		cooperation; activities vary according to different intelligences

2. The General Concepts of Audio-lingual Method

Using contrastive The Audio-lingual Method, also known as the aural-oral, Functional skills, new key or American method of language teaching was considered a "scientific" approach to language teaching. As according Mart stated the Audio-Lingual method, that focuses on oral skill and have aims to improve students' speaking achievement.[10]

Many people, across the world, showed an intense and abiding interest in modern language. Dissatisfaction with the traditional methods, their validity, and adequacy, especially with their treatment of spoken language led to the birth of the Audio-lingual method which is based on the aural-oral approach. It put the accent on the acquisition of oral language skills through oral practice based on repetition and analogy.

Audio-lingual theory is derived from linguistics and psychology . It is a combination of structural linguistics theory , contrastive analysis, aural-oral procedures, and behaviorist psychology. In this theory language is seen as having its own unique system. The system comprises several different levels: phonological, morphological, and syntactic.

Each level has its own distinctive patterns. Language learning is viewed as the acquisition of a practical set of communication skills. It e ntails language and learning the rules by which these elements are c

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[10] Mart, C. T. (2013). The Audio-Lingual Method: An Easy Way of achieving Speech. International Journal Of Academic Research In Business and Social Sciences. 3(12): 63-65. P. 64.

ombined from phoneme to morpheme to word or phrase to sentence. Language is primarily spoken and only secondarily written . By the explanation above the writer concludes that Audio-lingual method is a kind of method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical struct ures through substitutions, singular-plural and tense transformations etc, using the target language and the culture where the language is spoken.

3. **The Principles of Audio-lingual Method**

The principles of the Audio-lingual method as follows:

a. Instructions are given in the target language

b. Language forms occur within a context

c. Students' native language interferes as little as possible with the students' attempts to acquire the target language

d. Teaching is directed to provide students with a native -speaker like a model

e. Analogy provides a better foundation for language learning than analysis

f. Errors are carefully avoided because they lead to the formation of bad habits

g. Positive reinforcement helps the student to develop correct habits

h. Students are encouraged to learn to respond to verbal and non-verbal stimuli

i. The teacher is regarded as an orchestra leader conducting, guiding and controlling the students' behavior in the target language

j. learning a foreign language is treated on par with the native language.

The Audio-lingual method, like the direct method, is also an oralapproach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns. In its development, principles from behavioral psychology were incorporated. 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.

4. **The Procedure in Audio Lingual Method**

The Procedure in Audiolingalism

- Students first hear a model dialogue
- The dialogue is adapted to the students' interest or situation through changing certain keywords or phrases
- Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds
- The students may refer to their textbook, follow up reading, writing, or vocabulary activities based on the dialogue may be introduced
- Follow up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

Procedure

- Extensive oral instruction is required where the target language is used. Typical procedures:
1. Model dialogue. Repeat. Correction of mistakes. Memorize.
2. Dialogues are adapted and then acted out.
3. Key structures are selected and used for pattern drills.
4. Textbooks. Follow-up reading, writing or vocabulary activities may be introduced.
5. Follow-up activities in a language laboratory.

5. **Techniques of the Audio-lingual Method**

There have been many arguments about the emphasis on or the importance of the subject matter and the importance of the method. Some methods have been applied to the teaching of English in the effort improving the result, such as the Direct Method, the Total Physical Response Method and Audio lingual Method.

Drills, as part of the Audio lingual method, have been applied to the teaching of English especially in speaking. In this case, teaching English as a foreign language makes teachers and students try to use English as a means of communication the better our students will master English. In reaching the goals of the teaching speaking, the use of an appropriate method is keenly needed. In the writer's opinion, drills are probably one of the best alternatives in teaching speaking.

C. Speaking

1. **The Concept of Speaking Skills**

This subchapter presents the basic theory of speaking skills. In this subchapter, the researcher presents three points of speaking skills. They are definition of speaking skills, aspects of speaking skills, and teaching speaking skills to children.

2. **Definition of speaking skills**

Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed.There are three important points within this definition of speaking skills. First, by productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue,

teeth, vocal cords, larynx, pharynx, etc. Second, to express meaning means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener. Third, being able to be directly. Speaking is probably a priority for most learners of English. Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be.

In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language. For instance, it was proved that learning speaking can help the development of reading competence.The development of writing as well as the development of listening skills. Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers.

Speaking skills emphasizes that speaking is a high complex mental activity which differs from other activities because it requires much greater effort of the central nervousSystem.Speaking skills is a speech production that becomes a part of our daily activities.The speaking is a specific spoken discourse that are primarily social and engaged in for social purposes and social context.[11] Speaking is one of the communication forms which

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[11]Nazara, S.(2011). *Students' perception on EFL speaking skill development journal of English teaching.* Volume 1, number 1, February 2011 Jakarta Indonesia: Christian university of Indonesia. P. 31

involves people's oral interaction. It is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal.

Speaking is one of the skills that have to be mastered by students in learning English. It is an essential tool for communicating. Speaking becomes meaningful to students when they have to pay attention what they are saying. Thus the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable. Needed (as in clarifying out the transaction or in exchanging of information) in speaking functions (transaction and interaction) which unable the speakers to know when the clarity of the message and when a deep understanding is not necessary (as in the development of relations).[12]

Therefore, it can be conclude that speaking is one of English skill that has to be mastered by students who study English.

3. **The aspect of speaking skills**

Proposed four aspects of speaking skills namely fluency, accuracy, pronunciation, and Vocabulary, the definition of each speaking aspect are:

a. **Fluency**

The first aspect is related to fluency. It is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency.

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[12]*Ibid*.

In this definition, a person is said to be a fluent speaker of a language if he/she can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed. Fluency is considered to be the ability to keep going when speaking spontaneously. It also has signs that indicate that the speaker does not spend a lot of time to search the language items needed to express the message.

b. Accuracy

The second aspect is related to accuracy. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction. It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.

c. Pronunciation

The third aspect is related to pronunciation. Having a good pronunciation of the language can be helpful in a normal communication, particularly for intelligibility. Pronunciation deals with phonemes, phonemic patterns, intonation, rhythms, and stresses. It is the way for speakers to produce clearer language when they speak. To be able to have a successful communication, the speaker of the language needs to

be able to understand each other's skills and competences. It should be taught interactively with the other skills and competences in the class.

d. Vocabulary

The fourth aspect is related to vocabulary. It is one of the important aspects in learning a foreign language. With limited vocabulary, anyone will also have a limited understanding in terms of listening, speaking, reading, and writing. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed Vocabulary has to do with the appropriate diction which is used in conversation. Without having a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms.

e. Principles of teaching speaking

The aresome principles for teaching speaking. Some of which are describe bellow:

1) Give students practice with both fluency and accuracy. At the beginning intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking rather students should practice on both accuracy and fluency.

2) Use group work of these work, to improve students speaking skills, they should be given enough opportunities to speak in class. So teacher talk time should be given enough opportunities to speak in class so teacher talk time should be less and students talk time should be more it

is important English teacher do not take up all the time. Time that learners get to speak in the target language during lesson. In this way the students will get chance to interact and practice the language with other students in a group.

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a Junior High School; however it is not easy for the students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teachers, friends) to communicate. Interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in conversation.

From the four skills mentioned earlier, we could make them grouped into two categories; oral and written features. As what stated in Oxford Dictionary, orally means through spoken word, of, by, or for the mouth. While written on other hand is the form of letters, symbols, words or messages etc especially on paper.

Among those language skills, speaking is unfortunately in many ways treated as an undervalued skill. Maybe it is because we can almost all speak, so we take the skill too much for granted. The phenomenon that most language teachers emphasize their teaching in the mastery of grammar is the clearest evidence. They seem to forget that speaking also deserves attention as much as literary skill. Speaking also explain in the Qur' an which in Q.S Ar-Rahman: 3-4

$$\text{خَلَقَ ٱلْإِنسَـٰنَ ۞ عَلَّمَهُ ٱلْبَيَانَ ۞}$$

The meaning: Created man, (and) taught him eloquence.[13]

Based on pieces of the verses of the Qur'an above says that Allah SWT who created man and taught the humans are good at talking. This means, our speaking ability comes from God Almighty. We as humans can only dig our potential in speaking. Allah SWT also says in Q.S Al-Mujadila: 9

$$\text{يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا تَنَاجَيْتُمْ فَلَا تَتَنَاجَوْا}$$
$$\text{بِالْإِثْمِ وَالْعُدْوَانِ وَمَعْصِيَتِ الرَّسُولِ وَتَنَاجَوْا}$$
$$\text{بِالْبِرِّ وَالتَّقْوَىٰ ۖ وَاتَّقُوا اللَّهَ الَّذِي إِلَيْهِ تُحْشَرُونَ}$$

The meaning : O you who have believed, when you converse privately, do not converse about sin and aggression and disobedience to the Messenger but converse about righteousness and piety. And fear Allah SWT , to whom you will be gathered.[14]In this verse Allah SWT exhorts to the believers not to talk about the making of sin, hostility and disobedience to the Messenger. Allah SWT told us to talk about making a virtue and piety.

Then it can be inferred that, according to the teachings of Islam, speaking is to deliver a message to someone Swith a goodroad, with a gentle word, don't talk about sin and always talks about the good things.

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[13]Al-Aliyy. (2006). *Al-qur'andanTerjemahannya*. Penogoro: P.425
[14] Ibid, P.434

That's the attributes of the believers if seen from the way he speaks. From the discussion above, the writer can conclude that speaking is the ability of humanbeing to deliver the message to the listener by the good way in some context, and the listener understand about the message.

Speaking is really different from writing. In speaking students need to know grammar, broad vocabularies, having interaction with listeners and can speak English well as native speakers do

4. **Speaking Skill**

a. The Nature of Speaking

There are some definitions and perspectives of speaking proposed by some experts.To start with, speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is requiredto speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to or ganise the discours so that the listener will understand. Another expert, speaking or oral communication as an activity which includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purposes or an interaction that she/he wants to achieve in the interaction. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Speaking is a productive skill, like writing. It involves using speech to express meanings to other people. However, speaking is

different from writing in some aspects. A list of characteristics which differentiates written language from the spoken one. The characteristics ar permanence, production time, distanc, orthography, complexity, formality, and vocabulary. According to leong and ahmadi stated that the learning of English speaking skill as a foreign/second language learner was a preference for a lot of English.[15]

Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moment speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc.

From the complexity of clauses, speakers tend to have shorter clauses than the writers do. With the same idea, a major difference between speech and writing is that speakers do not usually speak in sentences. Rather, speech can be considered to consist of idea units, which are short phrases and clauses connected with *and*, *or*, *but* or *that*, or not joined by conjunctions at all but simply spoken next to each other, with possibly a short pause between them. The next characteristic is related to the use of formality.

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[15] Leong, L. M, and Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. International Journal Of Research In English Education. P. 34. Received from www.ijreeonline.com

Because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking. While in speaking, the formality usually depends on the occasions and the audiences the speakers communicate with. The last is that vocabulary used in written texts tends to contain a wider variety of words than oral texts.

Furthermore, asserts other characteristics of speaking which can make oral performance easy as well as difficult in some cases. They are clustering,redundancy, reduced forms, performance variables, c olloquial language, rate of delivery, stress rhythm, and intonation, and interaction.

Teachers should help learners to achieve an acceptable speed along with other attributes of fluency . Stress, rhythm, and intonation are the most important characteristic of pronunciation as the stress-timerhythm of spoken English and its intonation patterns convey importantmessages.The last is interaction. Learning to produce waves of language without interlocutors will rob speaking skill component, like the creativity of conversational negotiations.

As the speakers encounter some difficulties during the performance especially when the speakers do not know a word or are not able to me morize it, they can employ some strategies proposed.The strategies can be in the form of improvising,discardingforeignising, and pharaphrasing. I mpovising means that the speakers try to use any word or phrase which is expected to be about right. While in discarding, they can simply leave the words which are difficult to say.

The next strategy is foreignising, choosing a word in the language the speakers know (such as their fist language) to be foreignised with the hope that the meaning will be equivalent to the foreign languageword they wish to express. The last is pharaphrasing in which the speakers use such lexical substitution about the word they do not know through giving explanations or examples to pharaphrase it.
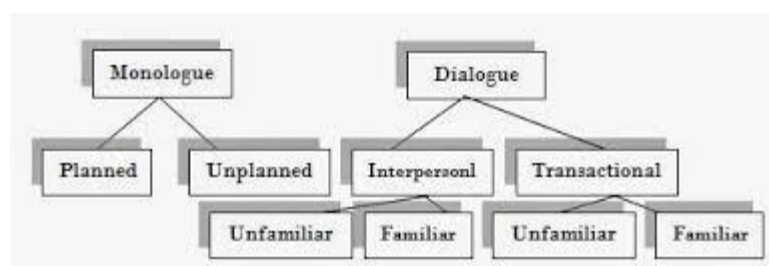
Figure 1: **Types of oral language**

To sum up, speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or get message through the use of verbal and non-verbal languages. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listeners will understand.

With regards to it is natures, speaking was considered difficult. To succed their performancesstudent must to the understanding of the characteristics in speaking above may lead the speaker. Thus, from the very basic speaking should be well learnt by the learners.[16]

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[16]Gallis. "*Improving The Speaking Skill of grade VII Students of SMPNegeri 2 Godean Through Pictures*"**,(** Yogyakarta State University:Unpublished Thesis). (2014). P. 12-13.

Learning any foreign language has to do with the four sills that have to be mastered. The four skills are listening, speaking and listening (oral skills) are said to relate to language expressed through the aural medium. Reading and writing are said to relate to language expressed through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills.

Speaking skill is a matter which needs special attention. No matter how great an idea,if it is not communicated properly,it cannot be effective. Oral language or speaking is an essential tool for communicating,thinking, and learning powerful learning tool. It shapes modifies,extends,and organi zes thought. Oral language isa foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, student learns concepts, develop vocabulary and perceive the structure of the English language essential components of learning. Students who have a   strong   oral   language   base   have   an   academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it is important to know whether the situation is formal or informal. Besides,it is also important to know that the language, in this case English, can be standard or non standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it

in the way the native, speakers do. In order to be able to speak English better, it is important for him to learn all of the four skills in English and matter English phonetic as well, because it is very helpful to learn the language quickly and successfully.

b. Micro-macro skills of Speaking

Tosucced the oral communication, speakers need to consider some aspects namely micro skills and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. While the macro skills imply the speaker's focus on the larger elements: fluency, disc ourse, function, style, cohesion, nonverbal communication, and strategic options.

In conclusion, both micro and macro skills are needed by the speakers to succed their communication. The micro skills focus on the smaller chunks of language while the macro skills concern about the larger elements. By understanding those skills, teachers can scaffold the students to acquire the skill through the designed speaking tasks.

5. **The Elements of Speaking**

The ability to speak English presupposes the elements necessary for spoken production as follows:

Language features The elements necessary for spoken production, are the following:

a. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should

involve students in activities designed specifically to improve their connected speech.

b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.

c. Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

6. The Function of Speaking Skill

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 Brown and Yule there are three functions of speaking "…three part version of Brown and Yule's framework: talks as interaction: talk as transaction: talk as performance. That is quite distinct in term of form and function and requires different teaching approaches for each of these speech activities.[17]

7. Students Speaking Achievement

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[17]Jack C. Richards. (2008). *Teaching Listening and Speaking; From Theory to Practice*. New York: Cambridge University Press. P.21

The students use achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term "Speaking Achievement" here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. Speaking achievement within these purpose: the ability to understand English dealing with every subjects and spoken at normal speed, to answer questions which requires short and extended answers, to use orally the substance of passage of English after having hear it several times and read it, to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation, it can be summarize that speaking achievement is to achieve the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic components of speech such as pronunciation, vocabulary, accurancy and fluency for Junior High School students. It puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

8. **Teaching Speaking**

Teaching is guiding and facilitating learning, enabling learner to learn, setting the conditions for learning. It means that teaching speaking

is guiding and facilitating learners to speak, enabling learner to learn speaking, and setting the conditions for learning speaking.

The success of productive-skill (writing and speaking skill) tasks relies on the way teachers organize the activities and how they respond to thestudents' works. Harmer suggests a basic methodological model for teaching productive skills which is embedded in the teaching and learning process done in this research study.The steps are *lead-in, set the task, monitor the process,* and *task feedback.*

The teaching is started by leading in the students to the topic. In this step, the teacher may ask them some questions related to the topic to activate their background knowledge.

The next step is setting the task. After engaging the students with the topic, the teacher explains what the students are going to do. The teacher needs to demonstrate the activity as well as to provide all the information needed to run the activity.

After the activity is started, the teacher monitors the process. He/she may go around the class, listen to students working, and also help them when they find difficulties. Once the activity has finished, the teacher gives feedback to the students. In giving feedback, the responses are not merely focused on the language used by the students, but also the content of the task. In addition, showing the positive aspects of their achievement toward the task is also important that the teacher does not concentrate solely on their failings.

9. **Related Previous Studies**

There have been numerous researchers coming up with a number of studies related to this topic. Those previous studies are presented in the following:

Lai-Mei Leong & Seyedeh Masoumeh Ahmadi.*An Analysis of Factos Influencing Learners'English Speaking Skill.*This paper aims at establishing the need to focus on the factors affecting on language learners' English speaking skill. This review paper traces out the body of research concerning the term speaking, the importance of speaking, characteristics of speaking performance, speaking problems, and factors affecting speaking performance. According to the review of literature, appropriate speaking instruction was found to be the learners' priority and a field in which they need more attention. This study can be useful to teachers and researchers to consider their language learners' speaking needs in English language teaching and learning context.[18]

The other researchers like Nurdevi exposure journal 43 then, *the use of audio lingual method in teaching listening comprehension at the second year students of SMK YapipMakasarSungguminasa,* research used a collaborative classroom action research (CAR). This kind of research was designed by a group which consisted of teacher and researcher from the educational university. In teaching process, the researcher applied audiovisual as a media to improve students' listening comprehension. The data in cycle 1 indicates students' mean score is 220 and it improves in cycle 2 to be 230.5. By calculating those score, it shows the improvement from cycle 1 to cycle 2

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[18]Lai-Mei, Leong & Seyedeh, Masoumeh Ahmadi., *An Analys is of Factos Influencing Learners'English Speaking Skill.* Malaysia: International Jounal of Research in English Education. Vol. 1 No 34. March 20.2017.

is 4.45%. It means that applying audio visual in teaching could improve students' listening comprehension, especially in recognizing words meaning. After conducting the research, the students' means score showed the improvement in cycle 2. It's concluded that using audio-lingual help to im prove students ' listening comprehension[19].

Susi Fitria "*Speaking Activities in Young Learners Classroom: The Implementation of Project-Based Learning Approach*". This paper reports on a study aiming at investigating the variety of speaking activities conducted by an English teacher of a private elementary school. The data were taken from observations, structured interviews, and documents examination. To analyze the data, Brown's (2004) six categories of classroom speaking performances were used. The findings reveal that there were 11 kinds of speaking activities conducted by the teacher within 5 meetings, namely: *drilling*, *directed response*, *sentence/dialogue completion*, *picture-cued*, *translation (of limited stretches of discourse)*, *question and answer*, *discussion*, *games*, *oral presentation*, *retelling a story*, and *singing a song.* This result shows that PBL approach encourages teachers to provide more varied speaking activities for the students.[20]

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[19] Abdul, N. B. (2016). *The use of audio lingual method in teaching listening comprehension at the second year students of SMK Yapip Makassar Sungguminasa.* (A Classroom Action Research). Muhammadiyah University of Makasar.

[20]Susi Fitria "*Speaking Activities in Young Learners Classroom: The Implementation of Project-Based Learning Approach*".Yokyakarta: Journal of English and Education 2013, 1(2), 90-102.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Method used in this research was classroom action research (CAR). C lassroom action research was a research activity performed in class,because there were three words that make sense,and then there were three concepts that can be explained:

Research showed a close watch on the activities of an object by using the methods and rules of methodology to obtain data and information usiful in improving the quality of the things that intentionnally done with a specific purpose in the form of series in reseach activity. Class in this case was not tied inunderstan ding of classroom, but in morespecificsense, as it has long been recognized inthe field of education and teaching, but class was a group of studebts who at one time the same, receiving the same lesson from the teacher as well.

According to Ferrance stated the action research was a process in which participants examine their own educational practice systematically and carefully to used the techniques of research.[21]

The develops action research into 4 major parts: planning, acting, observing, and reflecting, which become a continous cycle andcan be illustrated below:

can be illustrated below:

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[21]Ferrances, E. (2000). Themes In Education: Action Research. LAB Northeasht and Islands Regional Educational Laboratory: Brown University. P.1.

Figure 3.1. Kurt Lewin Model of Action Research.

1. Planning

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, thre writer find a good solution to solve the problems arose.

Planning is arrangement for doing something. In planning the researcher prepare everything that will be needed in learning process. The following points are the specification of the planning are first cycle:

1) Analyze the students' problem in speaking

2) Conducting the cycle in two meetings.

3) Preparing material for speaking skill.

4) Conducting pre-test in order to know the students' basic ability in mastery speaking.

5) Conducting a test of speaking skill with using audio lingual method in last meeting.

6) Preparing the instrument for collecting data, such as diary notes, observation, interview sheets and documentation.

2. Acting

Action is process doing things, it is implementation of planning. In this step, the students will be taught how to improve speaking skill with using in audio lingual method.

No	Action cycle I	Output
1.	Motivating students by asking the material fraction	Increased student motivation
2.	Delivering learning objective and indicators to be achieved	Explanation of goals and indicator to be achieved
3.	Provide an explanation of the content being studied	Explanation of the content being Studied
4.	To give some examples of question about the content being studied using action learning	Discuss with the student the example problem
5.	Giving students the oportunity to ask	Improving students understanding
6.	Concluded the material together with Student	The stuentca make the conclution
7.	Evaluating the results of the first cycle	Identifying problem
8.	Conducting any acts of reflection in cycle I thoroughly	The solution of the problem that had been arise

After recognizing the possible cause of problems faced by the students of SMKS 15 Taruna Indonesia Bengkulu, there were Audio lingual method, the action was decided in advance. The action was aimed to solve theproblem.

3. Observing

Observing was the activity of collecting data to supervise to what extent the result of "acting" reach the objective. The data being taken were qualitative and quantitative data. The quantitative data in this case covere the students' progress (the students' grammatical mistakes) while the qualitative data comprised students' interest, motivation, and class management. In short, in this phase, I was as the researcher elaborated kinds of data,the procedure of collecting data and instruments(observation, questionnaire, and so forth).

4. Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step,the writer observe whether the activity had resulted any progress, what Progress happened, and also about the positives and negatives, and so on. In the planning, the writer wanted to improve the students' grammatical competence in speaking skill. The writer use the Audio lingual Method in to improve student speaking achievment. There would be some steps like a pre-test, the teaching-learning activities, and post-test.

In short, action research is characterized by those constraints and strength given aresearch methodology intended to be a workable technique for working classroom teachers. One can conclude that the meaning of

classroom action research is reflective action which is done to maintain the doers' rationality in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better. Researcher concludes that action research improves a teaching learning process was the fundamental aim of action research to improve practice rather than knowledge.

B. Subjects of the Research

The research used conducted at X grade students of SMKS 15 Taruna Indonesia Bengkulu . The class consisted of 35 students (27 male students and 8 female students). Based on preliminary observation, the students has a problem in the ability to speak English. Based on the problem, the researcher used Audio lingual method.

Class	Students		TOTAL
X/Nautika-Teknika	Male	Female	TOTAL
	27	8	35

C. Object of the Study

The research took place in SMKS 15 Taruna Indonesia Bengkulu. SMKS 15 Taruna Indonesia is located in Padang Serai, KampungMelayu,Bengkulu. The school has X just one classes and one class consists of 35 students who come from the low to middle-class Nautika and Teknika backgrounds. The total number of the students are 75. Grade XI consists of 22 students, grade XII consists of 18 students, and grade XII consists of 18 tudents. The school has employed 24 teachers and 1 counselling teachers. The research study was conducted in the first semester of

the academic year of 2018/ 2019. It was done from February to april, 2019, starting from the preliminary observation to the implementation of the use of audio llingual method to improve student speaking achivment of Grade X students of SMKS 15 Taruna Indonesia Bengkulu.

D. Procedures of Collecting Data

The data collection activities were conducted through several steps. First, the writer fulfilled some formal administrative procedures to get the school principal's permission to conduct the research. As soon as the permission was given, the writer met the English teacher to make an appointment for doing the observation. The activities were explained below:

1 . Observation

As stated above, the observation was done by interviewing the English teacher and also observed the students' behaviors when they were taught by the teacher in the classroom. Then, the information the writer got from the teacher about the students' behaviors was used to determine how the treatment would be given.

As according to Asra and sutomo stated that observation is a procedure used to retrieve collected data based solely on the researcher observation.[22]

2. Cycle 1

a. Planning

Before conducting the classroom action research, the writer held a pre-test by recording the students' speaking in a dialog.

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[22]Asra, A. and Sutomo, S. (2016). PengantarStatistika 1: PanduanBagiPengajardanMahasiswa. Jakarta: Rajawali Pers. P. 17.

From this recording, the writer found the students problems. An observation was also done to make sure what problems faced by the students and what the solution to overcome it. After knowing the students' problem that was the mastery of simple past,the writer planned to conduct an action resaerch by applying Audio-lingual Method as the treatments given to the students.

b. Acting

After analyzing the recording taken on the pre-test, it showed that there were oral grammatical mistakes done by the students. Then, I conducted the classroom action research in cycle

1. There were three meetings in this cycle. They were two treatme nts and cycle 1 test. I acted as a teacher and taught the students. The writer taught them oral simple past by using Audio-lingual Method. Single slot substitition and transformation drills were applied in this cycle. Those two drills were used to teach the students.

c. Observing

In this step, the cycle the writer test was held to measure how far the students achieved the treatments to overcome the oral grammatical mistakes. During this first cycle, the writer observed the students' behav ior in receiving the materials and interacting the teaching learning activities. An observation list was used by the researcher to facilitate him on it. The recording of the students' performance during the test and their dialog transcripts then used as the data in this cycle 1.

d. Reflecting

The writer reviewed the treatments and the cycle 1 test in the first cycle. The goal was to analyze whether there was lackness or not. The frequency of students produced the oral grammatical mistakes still occured. Then, it was necessarily added in the second cycle activities. The technique to overcome those problems was by using the transformation drill.

E. Instrument of Collecting Data

The instrument of collecting data is used by the researcher to get the data observation by using:

1. Observations: is a technique for collecting data about researcher and student ' activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

2. Interview: used to get data about implementation of Classroom Action Research (CAR) to the teacher.

3. Questionnaire: it conducted both before and after implementing Classroom Action Research (CAR).

4. Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

a. Pre-test is done before implementing the Classroom Action Research (CAR).

b. Post-test is implemented after implementing the Classroom Action Research (CAR).

5. Documentation: To collect all the data,a camera were utilized to record the students' performance in the teaching and learning process.

F. Instruments of the Study

The instruments of this study consisted of three parts. They were:

1. *Test*

There were three tests in this study. They were pre-test, cycle 1 test and post-test. Then, they were described as follows:

a. Pre-test

Pre-test was the first activity before the teacher did the teaching-learning activities and a post test. The students would perform the dialogue . Their voices and performance would be recorded by the teacher.

b. Cycle 1 Test

Cycle 1 test was the test which was given after doing treatments. T he purpose was to know whether there was improvement during the teachi ng learning activities or not. The test material was suited to the pre-test. The writer recorded the students' performance in delivering the oral past tense in the dialog.

c. Post-Test

In the last activity, the students did a post-test. In this test, the students performed the dialog with certain situation from the teacher. The test material was nearly the same with the previous tests. Then, the write recorded the students' voice.[23]

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[23]Hendriana,H.h   and   Afrilianto,M .(2017) LangkahPraktisPenelitianTindakanKelas   :BagiGuru,Bandung : RefikaAditama Pers. P. 46

2. *Field Notes*

The writer used the field notes to note down the class activities and improvements during the action step in each cycle. The guideline of the field notes encompassed:

a. Observation towards the students

1.) observed students' activities.

2.) observed students' co-operation in their groups.

b. Observation towards the teachers' way of teaching

3. *Questionnaire*

The writer gave the questionnaire to the students in the last activity coincided with the posttest.

G. Technique of the Data Analysis

In this research, the data will be analyzed by evaluating and comparing the result from each cycle in order know whether the use of audio lingual method can improve the students speaking achievement. Additionally, to support the data analysis,in order to find out the students percentage, the researcher use formula. Below:

$$P = \frac{F \times 100\%}{N}$$

Where:

P: percentage

F:frequency

SN:Total number of student

After collecting a completed the data of students score, the researcher will count the means score by using the following formula.

$$M = \frac{\sum x}{\sum N}$$

Where:

M:means score

X:total of students score

N:number of student

1. **Analysis of speaking test**

For doing the asessment in speaking skill the teacher need the instrument research like a rubric in assessment of speaking skill this rubrics used to give an assessment in speakingskill. The teacher needs to make the teacher assessment more measurable and observable.

Table
The Criteria of Speaking Score

ASPECT	SCORE	DESCRIPTION
Pronunciation	5	Easly to understand and has native speaker's accent
	4	Easly to understand with certain accent
	3	There are some problems in pronunciation made listener should more concenrtration and sometimes there is misunderstanding
	2	Difficult to understand because there is problem in pronunciation,asked to repeat
	1	The serious pronunciation so it cannot be understood
Grammar	5	There is no or little mistake in grammar
	4	Sometimes makes mistake in grammar,but it does

		not influence the meaning
	3	Often makes mistake in grammar and influences the meaning
	2	There are many mistakes in grammar which made hinder in meaning and should rearrange sentence
	1	The grammar mistake is so bad so it it difficult to understand
Vocabulary	1	Using vocabulary and expression like native speaker
	2	Sometimes using vocabulary which is not appropriate
	3	Using vocabulary which is not appropriate,conversati on becomes limited because the vocabulary is limited
	4	Using wrong vocabulary and it is limited so it is difficult to understand
	5	Vocabulary is so limited so conversation impossible to occur
Fluency	1	Speech is smooth as a native speaker's.
	2	The fluency is disturbed by language problem
	3	The fluency is disturbed by language problem
	4	Speech is frequently hesitant and jerky;sentences may be left uncompleted
	5	Speech is so halting and fragmentantary that conversation is virtually impossible.
Comprehend	1	Understand all without any difficulties

	2	Understand almost all, although there is repetition in certain part
	3	Understand most of what she/he talks in slow speaking
	4	Difficult to understand what she/he talks
	5	Cannot understand although in simple conversation

2. Analysis of questionnaire

A questionnaire is simply a 'tool' for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. Questionnaires should always have a definite purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used.

Respondents also need to be made aware of the purpose of the research wherever possible, and should be told how and when they will receive feedback on the findings. As according to Sugiyono, questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer.[24]

Data of attitudinal questionnaire got from the students were calculated for mean and standard deviation and reported in a table based on the following ranges: 1.00-1.50= very negative, 1.51-2.50= negative, 2.51-3.50= moderate, 3.51-4.50= positive, 4.51-5.00= very positive while data of

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[24]Sugiyono. (2014). *Metodepenelitianpendidikan: Pendekatankuantitatif, kualitatif, dan R&D*. Bandung: Penerbit ALFABETA. P. 142.

questionnaire demonstrating worked in groups are assessed and shown in percentage.

H. Indicator Of Success

The classroom action research would be success if the using of question research approach would improve student's speaking achievement in tenth grade students in SMKS 15 Taruna Indonesia Bengkulu with mean score is 70. Than ,the teaching and learning process in improving student's speaking could be effective and could motivated in learning English especially student's speaking.

CHAPTER IV

RESULT AND DISCUSSIONS

A. Result

The data of this action research had Pretest and two cycles which each cycle is divided into three meetings. The students of each cycle was taught by using the audio lingual method. Every cycle consisted offour stages; planning, action, observation and reflecting. Researcher conducted the research from 5th March until 15th April 2019. The result of each cycle was used as recommendation to improve the audio lingual method and the students' speaking achievement in the nextcycle. Thisrecommendation had beenexplained on the reflection.

In this chapter, the researcher would like to describe about how the students' speaking achievement are improved after applying audio lingual method. Before doing the action research, the researcher gave some materials. The materials were based on what the students had learned in a first meeting until the last meeting. Then, after the teacher gave all of the materials, the teacher asked the students to make an interesting to audio lingual method in learnerd based on the material that the teacher had given. After the students finished their task, the students have the conversation in speaking to the teacher. And after all of the student speaking test, the teacher and also the researcher would listen the audios and give a score to each video. The scores were based on the rubric of the speaking test. It is needed to know the improvement of students speaking skill achievement.

1. Data Description

a. Preliminary Data

The researcher gave a test to the students at tenth grade class taknika/nautikawhich was called pre-test on 20th February 2019. It was implemented to know the level of students 'speaking skill. The number of test was 35 items. All of the students come that day. The result of students' pre-test can be seen in the following table:

Table 4.1

The Students' Result of Pre-Test

Score Interval	Category	Frequency(Students)	Precentage %
75-84	Good	0	0%
60-74	Moderate	10	43.48%
40-59	Poor	11	47.83%
0-39	Very poor	2	8.70%

Based on the result of student's pre-test before conducting the action, it was found that the students had not much mastery of speaking test. Based onthe result above, there were 0% student at 86-100 (very good), there were 0% students at level 75-84 (good), there were 0% students at level 60-74(moderate), there were 43.48% students at level 40-59 (poor) there were 47.83%The students at level 0-39 (very poor) there were 8.70%. the students had some problem in mastery their speaking skills and the problem was : the students had limited self-confidence when they are try to speak in English, the students could not pronounce every single word correctly, etc. It showed that the students' speaking skills were low.

b. Implementation of the Pretest

The pretest consisted of three meetings. The topic of the speaking material was narrative text. The first meeting was conducted on 6th March 2019 with the material "the short story about good experience ". In this meeting,all of students came. The second meeting was conducted on 7th March 2019 with the same material of tenses " past tense and present ferpect " and all of students joined this meeting. The third meeting was conducted on 9th March 2019 to give posttest for first cycle. In this this meeting, the researcher explained to the students about how the procedure of making audio lingual method.

Based on the problem stated in the background and the data that has found in the baseline, the actions in this research were done by applying audio lingual meethodin the process of teaching speaking. In this action, the researcher presentedplanning, acting, observing and reflecting.

Pre-teaching Activities

At the beginning of this stage, the teacher greets the students to gain their attentions such as saying "Good morning, students. How are you today?" Then, the teacher asks the chairman to lead a prayer before starting the lesson. After that, the teacher checks the students" attendance and their readiness for learning. Before starting the new topic, the teacher can review the previous lesson and motivate their students. It is useful to know the students" understanding about the last lesson. At this stage, the teacher also identifies the students" background knowledge related to the lesson given. It can be done by asking several questions that are related to the lesson.

Teacher : Good morning, students.

Students : Good morning, Miss.

Teacher : How are you today?

Students : I am fine, Miss. And you?

Teacher : Very good, thank you. Okay, chairman, lead for praying, please!

Now, let me check your attendance. Please raise your hand, and

say "present".

Students : Alright, Miss.

Teacher : Well, students. What was the topic of our lesson, last week?

Student 1 : Greeting and leave taking, Miss.

Student 2 : Thanking and apologizing, Miss.

Teacher : Great, Students. Last week we have learned about greeting,

leave taking, thanking and apologizing. And, now we will learn

a   new topic.

1) Planning

In planning stage, the activities were preparing all the equipments that were needed in doing the research. In planning stage, the researcher designed the material, made the lesson plan audio lingual method,prepared some story about narrative text preparedquestion,prepared attendance,prepared and speaking test.

2) Action Stage

In action stage, the researcher applied the planning that had been arranged. First meeting of this research was conducted on 6th March 2019, at 09.30 am −11.00 am or 90 minutes with the material things

about narrative story " best experience". In the first meeting, the researcher started by greeting the students and asked their condition. Then, the researcher introduced herself to students and also checked students' attendance.

The researcher askedthe students about their favorite story. After that, the researchergave explanation about narrative text. Next, theresearcher gave explanation about audio lingual method that would be implemented, the advantages of audio ingualmethod , the rule or way of making conversation audio and learning process by using audio lingual method. Most of students had good response to thatmethod . After explaining audio lingual method, students were divided into 7 groups consisted of 5 students; in that time one group consisted of 5 students.

The audio lingual method was related to the material.The researcher asked student to gather in their own group, and each group should to make an interesting audio conversation about the narrative story "best experience" for being the first audio on this research and also to know about their speaking skill on the first meeting.

The first cycle that consisted of three meeting was conducted on 9th March 2019, at 11.00 am –12.30 am or 90 minutes with the material things about "procedure text". In this cycle, the researcher started the first meeting 6th march 2019 by greeting the students, asking their condition, checkingthe students' attendance, and reviewing the previous lesson. Theresearcher showedto the students' some pictures, such as delicious food that the students liked. Then the researched asked the students about

the pictures, and asked the students about what the teacher going to teach the students by showing the pictures.

Then, the researcher gave explanation about audio lingual method to make students more understand. Theresearcher divided the students into 7 groups. The researcher explained the rule or way to make theaudio lingual method. The media was related to speaking from the picture that the students have seen that was given by the researcher. For difficult sentences, the students did not pronounce perfectly, so the researcher gave explanation how to pronounce that difficult sentences after the learning process already done. Before the end of the lesson, researcher concluded the material with the students and gave homework to make some interesting audio conversation in a group with the title based on the material that had been given by the researcher.

The second meeting on the first cycle conducted on 7th March 2019, at 11.50 am –13.10 am,The researcher started the class by greeting the students, asking their condition, checking students' attendance, and the researcher gave the students vocabulary testbased on material that has been taught. The test was given to know how audio lingual method to be able to improve speaking skill achievement of students or not. However, before the test, the teacher reminded the students some important information to help them in making the test items.

3) Observation

Observation, this stage was to review all the data which got in the teaching learning process. The data were from observation and speaking test. First, based on result of interview, it was found that some studentsthat

did not understand about rules or ways of audio lingual method. The reason was they never heard or know about audio lingual method. before. Some of students still got problems. The students still used Indonesian language when answered researcher's questions. Because of that, it caused ineffective condition class.

Table 4.1
The students' result of Cycle I

Score Interval	Category	Frequency	%
75-84	Good	4	13.23%
60-74	Moderate	22	58.17%
40-59	Poor	3	11.31%
0-39	Very poor	6	17.29%

Based on the table above, there were 13.23% students at level 75-84 (good), 12% students were at level 60-74 (moderate), 58.17% students were at level 40-59 (poor), 8% students were at level 0-39 (poor), however the improvement of students' achievement will be showed as follow:

Table 4.2
Means core of pretest and cycle 1

Data	Mean Score
Pre-Test	56,39
Cycle 1	61,71
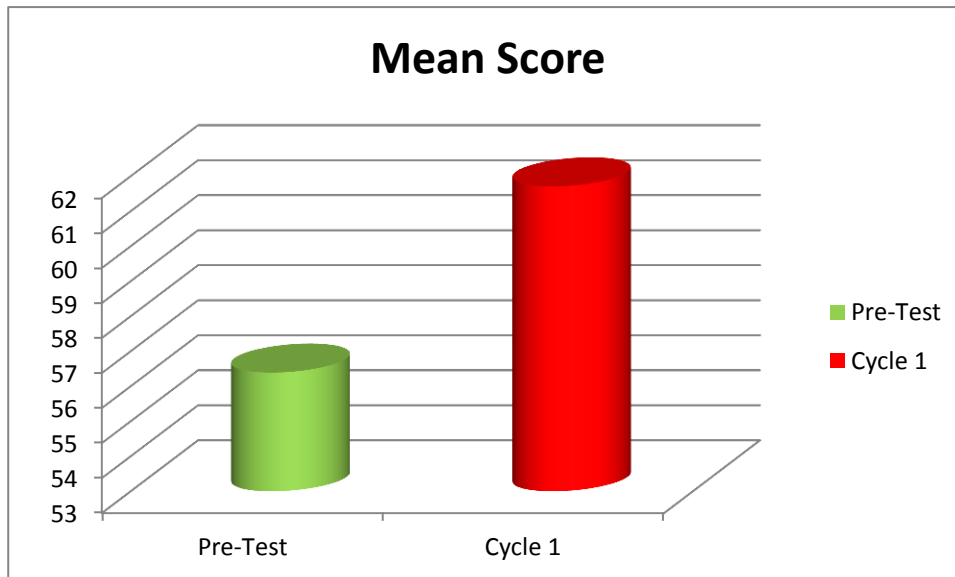
Mean Score

Chart 4.1
Means core of Pre-test and Cycle 1

Based on chart above, researcher found there were different result between pre-test and the first cycle test. In this cycle, the researcher saw the improvement between pretest and cycle I of students the mean score was 11,2.

From the category above, there were some students did not show an improvement and still did not reach the indicator; the average of students' score was still under 70. Some students got problems in matching the word with their meaning. So, the researcher came to the second cycle to continue the treatment and made some reflections, in order to reduce the mistaken in cycle one.

4) **Reflection**

Based on the observation above, researcher and collaborator made some treatments to overcome the problems faced in the first cycle, such as:

1. Researcher and collaborator explained about aaudio lingual method in slowly and simulated the media again.

2. Researcher and collaborator arranged the members of group; put 7 or 5 student in good category, in each group.

3. Researcher the teacher tried to ask some of students to practice how to make that audio lingual method in front of the class to help the students understand about how to apply that media in a group.

4. Researcher and collaborator asked each group about are they was understand about making that media after they students look their friends that practice that media in front if the class.

c. Implementation of the second cycle

The second cycle consisted of three meeting. The topic that was taught about" recount text". The first meeting was conducted on 20ᵗʰ March 2019 with the material "recount text" in this meeting all of the students came this meeting. The second meeting was conducted on 21ᵗʰ March 2019 with the material for second meeting "recount text " all of students joined this meeting. The third meeting was conducted on 23ᵗʰ March 2019to give posttest for second cycle.

1) Planning stage

In planning stage, the activities were preparing all the equipment that needed in doing the research. Theywere: design the material, planned lesson plan, pictures, prepared audio lingual method based on material and attached pictures, prepared students task, speaking test. Besides that,

researcher prepared some supporting media like pictures about the materials that going to be explained by the researcher.

2) Acting stage

In acting stage, first meeting researcher was conducted on 20th march 2019, at 9.30 – 11.10 or 70 minutes with the material "recount text " . The researcher started by greeting the students, asked their condition, checked students' attendance and explained general view of material. Then, researcher was showed some pictures about recount text (the picture of bambangpamungkas) to the students and giving explanation about it,

Next, students and researcher identified the picture and tried to guess what will the researcher going to teach part. The researcher gave explanation again about audio lingual method and also gave the students clue or explanation about how to the use of audio lingual method in learning English. Researcher rearranged the group with putting 4 or 5 students in good category each group. Then, researcher gave new material to be the theme of student's conversation.

The researcher divided the students into 7 groups consisted of 4 and 5 students.After the group was finished, they made a audio in a group and the theme is based on the material that they have learned. At the end of meeting, teacher and students concludedthe material and delivered lesson plan for next meeting.

In the second meeting, theresearcher conducted on 21[th]March 2019, at 11.50 am – 13.10 am or 70 minutes with the material "recount text". In the second meeting, the researcher started the class by greeting the

students, asking their condition, checking students' attendance and explaining general view of material.

At the pre activity, teacher asked students give a picture about the materials that would be explained by the researcher. Then the researcher asked the students to guess what kind of the materials. For example about the picture of bambangpamungkas that the researcher had showed. The researcher asked to the student wheather the students knew or not with that picture, and let them guess what kind of materials that would be teach of the teacher.

Then, teacher explained again about the audio lingual method and also gave the students clue or explanation about how to create audio in learning English. The teacher rearranged the group; she put 4 or 5 students in goodcategory, in each group. The teacher also divided into 7 groups, every group consists of 4 or 5 students. Teacher gave new material in. The audio dialog materials were about Recount text. After all the groups were finished in the use audio lingual method, Then, teacher and students reviewed all materials in the use audio lingual method and also about how to pronounced every single word in correctly. Finally, student did the task and concludes the material with the teacher.

The third meeting conducted on 23[th]March 2019, at 11.50 am 13.10 am,The researcher started by greeting the students, asked their condition, checked students' attendance, and the researcher gave the students speaking testbased on material that has been taught. The test was given to know how video groupie media to be able to improve speaking skill of students or not.

1. **Observation**

Observation wasgoingto review all the data which got in the teaching learning process. The data was taken from interview and speaking test. First, based on interview in every meeting of second cycle, it was found the students felt interest studied English when researcher started the lesson by giving simon says as a warming up. Thepictures helped the students in understanding the material. The students looked enthusiastic with the topic; they tried to be the first finished the video groupie media . The cooperation began appear between the members of group. In the whilst activity, there were six students looked bored at the teaching learning activity and talking in the classand some of them still used language toanswered the questions.

Second, based on the result of speaking test in the second cycle above, the researcher found there were more different result between pre-test, the first cycle test and the second test. In this cycle, the researcher saw the improvement of students speaking score.

Table 4.3
The Result of Students 'Speaking Test in the Second Cycle

Score Interval	Category	Frequency	%
75-84	Good	10	21.74%
60-74	Moderate	25	78.26%
40-59	Poor	0	0%
0-39	Very poor	0	0%

Based on the table above, at level 75-84 (Good) 21.74% students were at level 60-74 (moderate), 78.26%students were at level 40-59 (poor), 0%students were at level 0-39 (very poor) 0%, however the improvement of students' achievement will be showed as follow:

Table 4.2
Mean Score of Pretest and Cycle 1

Data	Mean Score
Pre-Test	56.39
Cycle 1	61.71
Cycle II	71.79
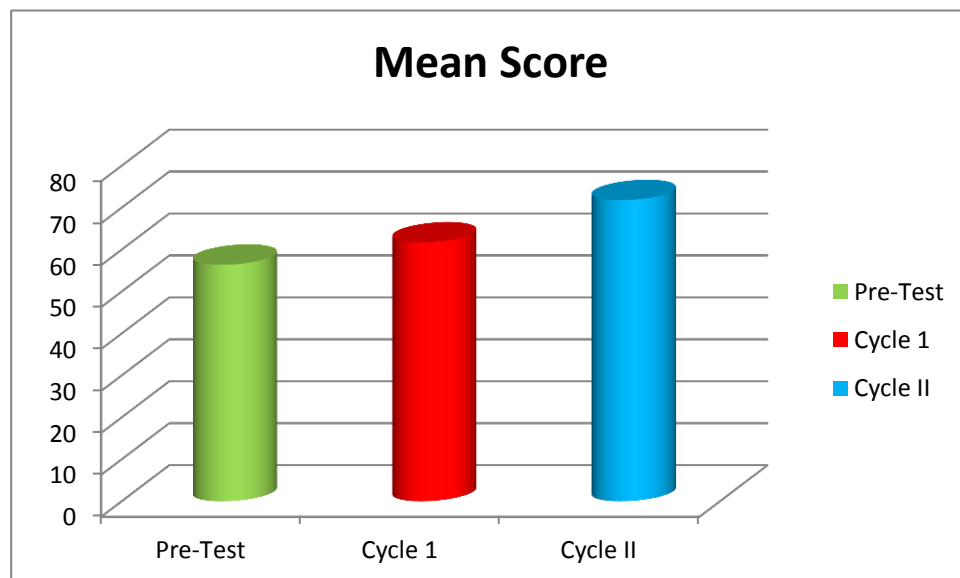
Based on the result of the second cycle was significance.In this cycle, the researcher found the improvement between pretest and cycle I of students mean score was 5.32 and the improvement between cycle I and Cycle II of students mean score was 10.08. It means that, video groupie media was being able to improve students speaking skills.

4. Reflection

During activity in action II, the researcher and collaborator observed the students' response, activity, and also the score of their test. In this stage, the researcher found that all students had more understanding about the use of audio lingual method, and they could use audio groupie media well. Then, the students looked so enjoyable during the lesson. In this stage, the students had good speaking skills.

Furthermore, from the contribution of the students' score in the result of the test in the cycle II showed that there was a significant improvement made by the students in improving speaking skills. After conducting cycle II, the target of the research has reached by the students. It means the teacher would not next cycle for the students.

B. Discussion

The result of this research was compared to some theories and ideas explained in chapter 2. The improvement of students' means score in pretest that 56.39 increase into 61.71 in cycle 1. Moreover cycle 2 was the cycle that improved students' speaking skill.

Based on the improvement of each cycles, audio lingual method to improved students speaking skill. The result of this research was also similar to the result of some previous studies. Firstly the result of the research by Kharisma (2001) also held the research about a comparative study on the speaking achievement of students taught through the Audio-Lingual Method and Communicative Language Teaching at IEC 03 Banyumanik, Semarang.It could draw students' attention and increased their learning motivation. The students could have better understanding about the use of English in real

situation since they got appropriate models of English through the native speakers' talks.

Secondly, the result of the research byNurdeviBte Abdul (2016) exposure journal 43 then, also conducted a research "The use of audio lingual method in teaching listening comprehension at the second year students of SMK Yapip Makassar Sungguminasa" research used a collaborative classroom action research (CAR). This kind of research was designed by a group which consisted of teacher and researcher from the educational university. In teaching process, the researcher applied audiovisual as a media to improve students' listening comprehension. The data in cycle 1 indicates students' mean score is 220 and it improves in cycle 2 to be 230.5. By calculating those score, it shows the improvement from cycle 1 to cycle 2 is 4.45%. It means that applying audio visual in teaching could improve students' listening comprehension, especially in recognizing words meaning. After conducting the research, the students' means score showed the improvement in cycle 2. It's concluded that using audio - lingual help to improve students ' listening comprehension.

Thirdly, the result of the research byPrapasaAjiSetiawan(2011) conducted a research entitled " The use of audio lingual method to improve student' oral past tense" The result of this study 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 mean score of the pre-test was (55.25), the cycle 1 test (65.40), and the post-test (76.03). Then, the students' behaviors in receiving the materials in teaching learning activities and performing the oral past tense were also significantly

progressing. In line with the result, the reseacher propose that the audio-lingual method is one of the effective methods to improve students' oral past tense. In addition, the research also suggest for teachers and researchers later to develop this study about audio-lingual method to be well elaborated by another modern method because this method was an old method. Hopefully, this study would encourage teachers to use the audio-lingual method in teaching learning activities especially in oral past tense.

Finally, the audio lingual method is an effective method that the teacher use to teach speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After applying out the research for a few weeks, the result indicates that the use of audio lingual method is significantly correlated to improving students' speaking skill achievement. Based on the result finding and discussion of the research, it was concluded that:

audio lingual method can improve students 'speaking skill. The improvement of students; the improving of students speaking skill can be seen from the resultof speaking test in the first cycle and the second cycle.

B. Suggestion

Based on the previous explanation, especially in the analysis of this research, the researcher can give suggestions as follow:

a. English teacher should be use method such as audio lingual method to improving students 'speaking skills at Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu.

b. English teacher has to explore the suitable method in encouraging the students to improving their speaking skill.

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APPENDICES

INSTRUMEN OBSERVASI

AKTIVITAS GURU DI KELAS

Sekolah : SMKS 15 Taruna Indonesia Bengkulu

Kelas : Satu/Sepuluh

Jam ke : Ketiga

Mata Pelajaran : Bahasa Inggis

Hari, tanggal : Rabu, 06 maret 2019

NO	ASPEK YANG DIAMATI	YA	TIDAK
I	**PRA PEMBELAJARAN**		
1	Memeriksa kesiapan ruang, alat pembelajaran dan media	√	
2	Memeriksa kesiapan siswa	√	
II	**MEMBUKA PELAJARAN**		
1	Melakukan Kegiatan apersepsi	√	
2	Menyampaikan Kompetensi yang akan dicapai dan rencanan kegiatan	√	
III	**KEGIATAN INTI PEMBELAJARAN**		
A	**Penguasaan Materi Pelajaran**		
1	Menunjukkan penguasaan materi pembelajaran	√	
2	Mengaitkan materi dengan pengetahuan lain yang relevan	√	
3	Menyampaikan materi sesuai dengan hierarki belajar	√	
4	Mengaitkan materi dengan realitas kehidupan	√	
B	**Melaksanakan pembelajaran sesuai dengan tingkat**		
1	Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai	√	
2	Melaksanakan pembelajaran sesuai dengan tingkat perkembangan dan kebutuhan siswa	√	

3	Melaksanakan pembelajaran secara runtut	√	
4	Melaksanakan pembelajaran yang terkoordinasi	√	
5	Melaksanakan pembelajaran yang bersifat kontekstual	√	
6	Mengkomodasi adanya keragaman budaya nusantara	√	
7	Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif	√	
8	Melaksanakan pembelajaran sesuai dengan waktu yang telah dialokasikan	√	
C	**Pemanfaatan Media Pembelajaran/Sumber Belajar**		
1	Menunjukan keterampilan dalam penggunaan media		√
2	Menghasilkan pesan yang menarik	√	
3	Menggunakan media secara efektif dan efisien		√
4	Melibatkan siswa dalam pemanfaatan media		√
D	**Pembelajaran Yang Memicu Dan Memelihara Keterlibatan Siswa**		
1	Menumbuhkan partisipasi aktif siswa dalam pembelajaran	√	
2	Merespon positif keterlibatan	√	
3	Memfasilitasi terjadinya interaksi guru-siswa dan siswa-siswa	√	
4	Menunjukan sikap terbuka terhadap respon siswa	√	
5	Menunjukan hubungan antar pribadi yang kondusif	√	
6	Menumbuhkan keceriaan dan antusiasme siswa dalam belajar	√	
E	**Kemampuan Khusus Dalam Pembelajaran**		
1	Menumbuhkan sikap ekonomis	√	
2	Menumbuhkan sikap produktif	√	
F	**Penilaian Proses Dan Hasil Belajar**		

1	Melakukan penilaian awal	√	
2	Memantau kemajuan belajar	√	
3	Memberikan tugas sesuai dengan kompetensi	√	
4	Melakukan penilaian akhir sesuai dengan kompetensi	√	
G	**Penggunaan Bahasa**		
1	Menggunakan bahasa lisan secara jelas dan lancar	√	
2	Menggunakan bahasa tulis yang baik dan benar	√	
3	Menyampaikan pesan dengan gaya yang sesuai	√	
IV	**PENUTUP**		
A	**Refleksi dan rangkuman pembelajaran**		
1	Melakukan refleksi pembelajaran dengan melibatkan siswa	√	
2	Menyusun rangkuman dengan melibatkan siswa	√	
B	**Pelaksanaan tindak lanjut**		
1	Memberikan arahan kegiatan atau tugas sebagai bahan remidi	√	
2	Memberikan arahan kegiatan atau tugas sebagai bahan pengayaan	√	

INSTRUMEN OBSERVASI

AKTIVITAS SISWA DI KELAS

Sekolah   : SMKS 15 Taruna Indonesia Bengkulu

Kelas   : Satu/sepuluh

Jam ke   : Ketiga

Mata Pelajaran   : Bahasa Inggis

Hari, tanggal   : Rabu, 06 Maret 2019

NO	BUTIR-BUTIR SASARAN	YA	TIDAK
1	Siswa siap mengikuti proses pembelajaran	√	
2	Siswa memperhatikan penjelasan guru / Peneliti	√	
3	Siswa menanggapi pembahasan pembelajaran	√	
4	Siswa mencatat hal-hal penting	√	
5	Siswa mengerjakan soal dengan baik	√	

DAFTAR HADIR SISWA SMKS 15 TARUNA INDONESIA
JURUSAN NAUTIKA DAN TEKHNIKA
KELAS X
MATA PELAJARAN B. INGGRIS
TAHUN AJARAN 2018/2019

NO	NAMA SISWA	TANGGAL KET							
1	Abdullah azzam Fikri								
2	Aldi Saputra								
3	Andi Saputra								
4	Andrea Saputra								
5	Angga Ramadhan								
6	A Yosi M.B								
7	Bayu saputra								
8	Beni Trio Aldi								
9	Bima Dwi Setiawan								
10	Doni damara								
11	Diah Arnelita								
12	Dinda Adillah								
13	Jupri Prasetio								
14	Junian Susanto								
15	Koko Adi Putra								
16	Lioni Monica								
17	Marchel Relius								
18	Muliono								
19	Novia Pitria Sari								
20	Prayoga Suseno								
21	Prengki Darmawan								
22	Putri Larasati								
23	Rendra Ade Pratama								
24	Riski Erik								
25	Riski Palahinur								
26	Riska Amanda								
27	Sendi Nasrulah								
28	Septia Mayang Sari								
29	Subhan Syabirin								
30	Stefanus Marasih Manurung								
31	Tobi Prama Sandi								
32	Y. Aditya Vijay								
33	Yolanda Selvin								
34	Afrizal Hidayat								
35	Zainal Arivin								

RENCANA PELAKSANAAN PEMBELAJARAN
(Cyle 1)

Satuan Pendidikan	: SMKS 15 TARUNA INFDONESIA BENGKULU
Materi Pembelajaran	: BAHASA INGGRIS
Kelas/Semester	: XI/1
Topik Pembelajaran	: *What is in your mind?* (Experience)
Skill	: Speaking
Alokasi Waktu	: 2 x 45 menit (1x pertemuan)

A. KOMPETENSI INTI (KI)

KI. Menghayati dan mengamalkan ajaran agama yang dianutnya

K2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris

	diwujudkan dalam semangat belajar.	
2.	2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Menyapa guru dan teman dengan santun
3.	Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik mampu :

1. Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima

2. Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima

3. Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

4. Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh

D. MATERI PEMBELAJARAN

Asking and Giving Opinion

Asking Opinion	Giving Opinion

What do you think of..	In my opinion..
Is that right (true) that..	I think..
Do you think it's going..	I fell..
Why do they behave like that?	I believe..
Do you have any idea?	I personally believe..
How do you like that?	I personally think..
Please give me your opinion..	To my mind..
	In my case..
	Well, personally..
	It seems that..

Contoh percakapan berkaitan dengan meminta dan memberi pendapat :

Gina   : I don't think that young people should be allowed to wear strange hair style.

Ady   : Why? What's wrong with them?

Gina   : Well, I personally believe that people who wear strange hair style will look untidy and be badly-behaved

Ady   : I see your point. I think they just want to be stylish. That's all.

E. METODE PEMBELAJARAN

Pendekatan   : Scientific Approach

Metode   : Audio Lingual

Strategi   :Pengamatan,pemodelan,kerja kelompok,dan mempraktek kan

F. MEDIA PEMBELAJARAN

Media : Video percakapan tentang "*Giving and asking opinion*", Gambar-gambar yang relevan

G. SUMBER BELAJAR

·   Buku SMK kelas X yang relavan

·   www.youtube.com

H. LANGKAH-LANGKAH PEMBELAJARAN

PENDAHULUAN (10 menit)	
Tahap	**Kegiatan**
Kegiatan Awal	· Apersepsi dan motivasi · Bernyanyi lagu "*Study English*" · Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	· Peserta didik mengamati video percakapan

		"*Giving and asking opinion*" · Peserta didik menjawab pertanyaan secara lisan dari guru
Questioning		· Dengan bimbingan guru, peserta didik menanyakan bagaimana caranya untuk meminta dan memberi pendapat
Exploration		· Peserta didik belajar menggunakan ekspresi meminta dan memberi pendapat dengan mengerjakan soal · Peserta didik membaca nyaring ekspresi meminta dan memberi pendapat dengan intonasi yang benar
Association		· Peserta didik membandingkan ekspresi antara memberi dan meminta pendapat · Peserta didik membuat kesimpulan sementara tentang ekspresi memberi dan meminta pendapat
Communication		· Peserta didik membuat dialog tentang ekspresi memberi dan meminta pendapat sesuai dengan konteks yang diberikan · Peserta didik mempraktekkan dialognya di depan kelas (*Role play*)
PENUTUP (10 menit)		
Penutup		· Menyimpulkan hal-hal yang telah dipelajari · Refleksi · Penugasan

I. PENILAIAN

1. Tehnik Penilaian Sikap   : Non test berupa pengamatan langsung

2. Pengetahuan   : Cloze test

3. Keterampilan   : Unjuk kerja (performance)

Penilaian dari Aspek Keterampilan (Skills)			
Kemampuan Berbicara (Speaking Skill)			
No	**Aspek yang Dinilai**	**Kriteria**	**Score**
1	Pengucapan (Pronounciation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4

No	Aspek	Kriteria	Skor
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
2	Intonasi (Intonation)	Hampir sempurna	5
		Ada beberapa kesalahan namun tidak mengganggu makna	4
		Ada beberapa kesalahan dan mengganggu makna	3
		Banyak kesalahan dan mengganggu makna	2
		Terlalu banyak kesalahan dan mengganggu makna	1
3	Kelancaran (Fluency)	Sangat lancer	5
		Lancar	4
		Cukup lancer	3
		Kurang lancer	2
		Tidak lancer	1
4	Ketelitian (Accuracy)	Sangat teliti	5
		Teliti	4
		Cukup teliti	3
		Kurang teliti	2
		Tidak teliti	1

Bengkulu , Mare 2019

Mengetahui
Kepala Sekolah

Guru Mata Pelajaran

Drs.Moh Hasyim

Erdila

RENCANA PERSIAPAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMKS 15 TARUNA INFDONESIA BENGKULU
Materi Pembelajaran	: BAHASA INGGRIS
Kelas/Semester	: X/2
Topik Pembelajaran	: *Closing Leave Taking*
Skill	: Speaking
Alokasi Waktu	: 2 x 45 menit

A. Standar Kompetensi

Mendengarkan : 1. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Berbicara : 3. Mengungkapkan makna dalam percakapan transaks ional dan interpersonal dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

1. Merespon makna yang terdapat dalam percakapan transaksional (to get things   done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan   ragam bahasa lisan sederhana secara akurat, lancar dan berterima dalam   konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan,   bertemu/berpisah, menyetujui ajakan/tawaran/ undangan, menerima janji, dan   membatal-kan janji

2. Mengung-kapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosiali-sasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggguna-kan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/ berpisah, menyetujui ajakan/ tawaran/ undangan, menerima janji, dan membatalkan janji

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	- Merespon dengan benar terhadap tindak tutur: berkenalan, bertemu dan berpisah. - Melakukan berbagai tindak tutur dalam wacana lisan interpersonal / transaksional: berkenalan, bertemu dan berpisah.

Nilai Budaya Dan Karakter Bangsa	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebang saan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkung an, peduli sosial, tanggung jawab, mandiri
Kewirausahaan/ Ekonomi Kreatif :	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Merespon dengan benar terhadap tindak tutur: berkenalan, bertemu dan berpisah .
- Melakukan berbagai tindak tutur dalam wacana lisan interpersonal / transaksional: berkenalan, bertemu dan berpisah.

E. Materi Pokok

Closing/ leave taking

- *goodbye*
- *bye bye, bye now, see you, take care*
- *see you later..fine*
- *see you …soon*
- *see you tonight..all right*
- *good night*

F. Metode Pembelajaran/Teknik:

Audio Lingual

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri

Tatap Muka	Terstruktur	Mandiri
Bertanya jawab tentang tindak tutur: berkenalan, bertemu dan berpisah.		
Membahas unsur dan langkah retorika dalam pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.	Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi.tindak tutur: berkenalan, bertemu dan berpisah dengan kelompok belajarnya	Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru.
Membahas ciri-ciri leksikogramatika.		
Membacakan cerita kepada kelompok atau kelas (monolog).	Membahas unsur dan langkah retorika dalam teks naratif.Membahas ciri-ciri leksikogramatika.	Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.
Menceritakan kembali cerita kepada kelompok atau kelas (monolog).	Membacakan cerita kepada kelompok (monolog).	
Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri.	Menceritakan kembali cerita kepada kelompok (monolog).	

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
- Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai pertanyaan teks tindak tutur: berkenalan, bertemu dan berpisah.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Buku Look Ahead 1 , English for Better Life
- Buku Inter-Language Kelas X
- Kaset/CD
- Tape
- Script dari Look Ahead 1 dan Inter-Language

I. Penilaian Pembelajaran

1. LEMBAR PENILAIAN

No	Nama Siswa	Assessment		Jumlah Skor	Nilai
		Pronounciation	Performance		
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

2. KRIKTERIA PENILAIAN

No	Aspek	Kriteria	Skor
1	Pronounciation	Lancar	3
		Cukup lancar	2
		Kurang lancer	1
2	Performance	Sangat percaya diri	3
		Cukup percaya diri	2
		Kurang percaya diri	1

Skor maksimal : 6

> **Nilai :** Jumlah skor perolehan x 10
>
> 6

Mengetahui,   Guru Mata Pelajaran

Kepala Sekolah   Bahasa Inggris

Drs.Moh Hasyim   **Erdila**

D. ENGLISH CONVERSATION

Jayen : What is your name?

Suneo : My name is Suneo.

Jayen   : Are you an Australian?

Suneo : No, I am Indonesian. What's your name?

Jayen   : I am Jayen

Suneo : How are you today?

Jayen   : I am fine, thank you.

Suneo : Where do you come from?

Jayen   : I come from Jakarta. Where do you live?

Suneo : I live in Medan. She is my niece, his name is Sizuka. She live in Jakarta.

Jayen   : Oh, Sizuka. Nice to meet you.

Sizuka : Nice to meet you too Jayen.

Nobita : Hi Sizuka, my name is Nobita. He is Doraemon, my brother.

Sizuka : Hi, Nobita. Hi Doraemon. Are you go to market?

Doraemon   : Yes, we will go to market. Bay the way where are you going, sizuka?

Sizuka : I will help my mother in market.

Nobita : Oke, we can go to market together.

Doraemon   : When do you usually help your mother in market?

Sizuka : On Sundays. What do you usually buy there?

Doraemon   : I usually buy some food, fruit, and anything.

Jayen   : Oh, you can buy some fruits in my mother. My mother and my father sell

      some fruits in market.

Doraemon   : Really? Oke Jayen. We can buy some fruits from your mother.

Nobita : Sizuka, what your mother sell in market?

Sizuka : My mother sell some clothes.

Suneo : Nobita, Doraemon, Jayen if you want to buy clothes you can buy to Sizuka.

Jayen   : Of course. Don't worry Suneo.

Nobita : Oke, nice to meet you Sizuka, Jayen and Suneo. I must go shoping now.

Doraemon   : Yes, of course. Good Bye.

Sizuka : Good bye

SPEAKING PRE-TEST

Instruction:

1. In this speaking test you will have 3 minutes to tell a story.

2. The story will be related to our material in this semester, recount.

3. First, I will show you the story you need to explain.

4. Then, you will have a minute to look at the option and think about the story.

5. You will get a guideline in preparing the story.

6. Please do not begin the story until I tell you to do so.

Recount:

a. The unforgettable experience.

b. Holiday experience.

c. Embarrassing experience.

d. Sad experience.

e. Experience.

f. Childhood experience.

g. Favorite event.

SPEAKING POST TEST

Instruction:

1. In this speaking test you will have 3 minutes to teel a story

2. The story will be related to our material in this semester,recount

3. First I will show you the story you need to explain.

4. Then, you will have a minute to look at the option and think about the story

5. You will get a guideline in preparing the story.

6. Please do not begin the story until I tell you to do so.

Recount:
   a. Your experience in English class during this semester
   b. Sad experience.
   c. Favorite event.
   d. Experience.
   e. Holiday experience.
   f. Embarrassing experience.

GUIDELINE

What was the story abaout ?

How did it Happen ?

How did you feel ?

What did you learn from story ?

QUESTIONNAIRE

Name : …………………………..

Jawablah pertanyaan-pertanyaan di bawah ini dengan benar. Berilah tanda (X) pada pilihan yang tersedia!

1. Apakah kalian sudah bisa membedakan penggunaan simple past dan simple present tense dalam percakapan bahasa Inggris?

      a. Tidak bisa   b. Bisa   c. Sangat bisa

2. Apakah kalian sudah bisa mengerti penggunaan simple past tense dalam percakapan bahasa inggris setelah adanya pembelajaran ini?

      a. Tidak bisa   b. Bisa   c. Sangat bisa

3. Apakah kemampuan kalian dalam membuat percakapan dalam bahasa Inggris sudah meningkat setelah adanya penelitian ini?

      a. Tidak meningkat   b. Meningkat   c.Sangat meningkat

4. Apakah kalian sudah bisa menguasai Regular dan Irregular verb dalam Bahasa inggris ?

      a. Tidak bisa   b. Bisa   c. Sangat bisa

5. Apakah kemampuan berbicara bahasa Inggris kalian meningkat setelah diadakannya penelitian ini?

      a. Tidak meningkat   b. Meningkat   c.Sangat Meningkat

6. Apakah kalian sudah bisa membedakan penggunaan Present Continuos Tense dan Present Future Tense dalam percakapan bahasa Inggris?

      a. Tidak meningkat   b. Meningkat   c. Sangat Meningkat

7.

Interview Transcript 1

Day, Date : Kamis,14 february 2019

*Topic : **Preliminary Observation***

Respondent   : R (Researcher)

ET   :(English Teacher)

R : Bisa sir jelaskan bagaimana proses belajar mengajar di kelas sir.

ET :

R : Biasanya apa yang sir persiapkan sebelum mengajar?

ET :

R: Lalu method atau technique apa yang biasa sir gunakan?.

ET :

R:

ET :

R:

ET :

R : Baik. Kemudian untuk medianya, biasanya sir memakai media apa saja?

ET :

R : Kemudian untuk yang material-nya sendiri, untuk teaching materials-nya

itu sumbernya sir ambil dari mana saja?

ET :

R : Lalu apakah sir pernah mengembangkan bahan ajar sendiri? Atau

media sendiri?

ET :

R : Lalu, bagaimana pendapat sir tentang Speaking skill?

ET :

R : Lalu selain untuk test speking skill selain untuk mempersiapkan study yang selanjutnya, kalau di SMKS apa pentingnya dari speaking ini?

ET :

R : Speaking sendiri kan tidak hanya pronunciation, nanti ada fluency, lancer atau tidak, lalu grammarnya. Bagaimana menurut sir?

ET :

R : Mungkin nilai point yang penting itu misalnya pronunciationnya harus bagus, nah bagaimana dengan grammarnya, fluency-nya, vocabnya?

ET :

R : Lalu kemudian untuk speaking sendiri, bagaimana ibu mengajar speaking ke siswa-siswa sir?

ET :

R : Misalnya pemberian dalam practice, sir, pemberian feedbacknya seperti apa? Apakah not that pronunciation, the pronunciation is not correct, secara langsung atau bagaimana?

ET :

R : Kemudian untuk aktifitas sendiri sir, apa saja sih aktifitas yang dilakukan di kelas ketika pembelajaran tadi?

ET :

R : Interviewing? reading aloud gitu?

ET :

R : Selain itu sir, aktifitas yang lain ada nggak?

ET :

R : He'em

ET :

R : Mungkin drilling pronunciation itu tadi?

ET :

R : Kemudian waktu mengajar speaking itu sir pernah menggunakan media? Misalnya gambar seperti itu

ET :

R : Kalau iya berarti bisa sir memberikan bagaimana sih implementasinya ketika menggunakan itu?

ET :

R : Question and answer ya sir?

ET :

R : Tentang itu?

ET :

R : Lalu sir lebih ke speakingnya sir? Langsung disitu atau murid itu misalnya membuat tulisan dulu atau gimana

ET :

R : Seberapa sering sir memakai media tersebut?

ET :

R : Kemudian menurut pendapat sir apakah penggunaan media seperti itu bermanfaat untuk mendukung proses belajar mengajar?

ET :

R : And then, kesulitan apa saja yang dialami ketika mengajar?

ET :

R : Itu tadi yang untuk pronunciation ya, terus untuk ngajar speaking yang lain kesulitannya apa lagi sir?

ET

R : Lalu untuk masalah yang tadi yang untuk pronunciation? Untuk mengovercome masalah itu apa yang ibu lakukan?

ET :

R : Tadi correctionnya didrill berkali-kali seperti itu?

ET :

R : Mungkin ada kesulitan yang lain selain dua itu tadi ibu, dalam mengajar speaking?

ET :

R : Lalu kemudian ke siswanya sir, menurut sir bagaimana tentang pencapaian siswanya dalam belajar, khususnya untuk yang speaking?

ET :

R : Kelas X

ET :

R : Lalu bagaimana dengan kelas yang sir ajar sekarang?

ET :

R :

ET :

R : Pencapaiannya bagaimana?

ET :

R : Kemudian menurut sir, apa sih yang dihadapi siswa sebenarnya ketika belajar berbicara bahasa inggris?

ET :

R : Nggak berani mengungkapkan?

ET :

R : Yang pertama ada di masalah percaya diri itu sir?

ET :

R : Lalu selain rasa percaya diri kira-kira apa yang menjadi kesulitan siswa untuk berbicara bahasa inggris itu?

ET :

R : Lalu kembali ke tadi, berhubungan dengan aktifitas di kelas misalnya untuk membuat siswa itu percaya diri, bukan dalam konteks drilling itu tadi tapi memberi kesempatan siswa untuk lebih practice sendiri misalnya grouping atau pair work, itu bagaimana ibu?

ET :

R : Terimakasih sekali atas waktunya

ET :

Interview Transcript 2

Day, Date :

Topic :

Respondent   : R (Researcher)

*   : S (Student)*

R : Yang pertama miss mau tanya ya, kalian itu suka nggak sama bahasa inggris?

S1 : Sedikit, tergantung suasana kelas lah mbak.

R : Kalo gurunya enak kamu suka? Gurunya emangnya misalnya,,,kalian yang ngajar siapa?

S1 : Sir Dedi

R : Tadi kalian mau bilang apa? Kalo gurunya enak, terus sir dedi kalau ngajar emangnya kayak gimana?

S1 : Ya gitu lah

R : Maksunya begitunya gimana?

S1 : Ya pokoknya nggak enak aja.

R : Dari apanya? Misalnya njelasinnya, atau…

S1 : Nggak apa apa.

R : Nggak apa apa, kan saya cuman tanya, simple aja ya jawabnya. Kalian suka ngobrol pakai bahasa inggris nggak?

S2 : Suka. Suka kalau bisa, kalau nggak bisa ya nggak.

R : Lah terus kalian sukanya apa sih kalau bahasa inggris? Ngomong bahasa inggris itu sukanya apa?

S1, S2 : Recount text,

R : Recount text yang kayak gimana? kalian kalau misalnya cerita past tense,yang lampau, kayak gitu berarti kira-kira seperti apa? Liburan misalnya ya, kemarin aku ke sini, kemarin aku pergi sama teman, nah itu berarti cerita apa itu?

S1 : Past tense

R : Kegiatan yang sudah berlalu ya, kan misalnya sir dedi itu kalau ngajar kayak gimana?

S1 : Nggak enak.

R : Njelasinnya?

S1 : Njelasinnya itu terlalu cepat dan kadang kami benar-benar ngak faham apa yang sir dedi ajarka dan dia juga sering marah-marah gaje

R : Kenapa dimarahin? Biasanya kenapa?

S1 : kami sering ngak memperhatikan dia kalau lagi ngajar

R : Mudah nggak materinya? Mudah atau susah

S2 : Susah.

R : Susahnya? Susahnya karena nggak tahu artinya apa grammarnya susah, apa ngajarnya gimana?

S2 : Tidak memahami

R : Lha terus yang bikin susah ngomong bahasa inggris apa tadi? Memahaminya tadi?Oh ya dah, terus pelajarannya itu menyenangkan apa

nggak sih? Fun nggak?

S3 : Nggak

R : Terus kegiatanya apa sih? Kegiatannya kayak apa biasanya kalo kelas speaking? Membaca atau dialog? Kegiatannya kalo speaking

S1 : Membaca terus disuruh mengulangi

R : Membaca aja? Udah?

S1 : He'em

R : Terus pernah speaking di depan kelas nggak?

S1 : Tidak

R : Terus, kegiatan speakingnya tadi apa? Misalnya reading aloud kayak gitu tadi ya, terus apa lagi? Games gitu pernah nggak?

S1 : Enggak ya

R : Role play? Games?

S1 : Nggak pernah

R : Pernah pakai media gambar nggak? Biasanya medianya pakai apa? Cuma buku aja?

S1 : He'em

R : Terus?

S1 : Udah

R : Bukunya buku apa?

S1 : Buku paket

R : Terus apa lagi?

S1: Udah

R : Terus pernah pakai gambar-gambar? Misalnya ngurutin gambar, pakai games apa kayak gitu?

S2: Nggak pernah kok

R : Menurut kamu kalau misalnya sir dedi nanti ngajar speeaking pakai metode dialog yang di ulang-ulangkan bacanya sehingga membuat kalian terbiasa dan bisa menyebut kata-katanya,na menurut kalian gimana ?

S2 : ya enak sih, bikin enjoy

R : Nah kalian itu kalau lagi belajar bahasa inggris itu merasa percaya diri nggak sih kalau mau ngomong gitu? Kalau mau ngomong bahasa inggris itu rasanya gimana?

S1 : ngak percaya diri,karna kalau berbicara bahasa inggris itu nanti takut salah.

R : Kalau kalian gimana?

S3 : Sama kayak tadi,kalau saya percaya diri bilang yes dan no aja miss

S2 : Takut salah

R : Biasanya? Kalau bisa ditempat dirembuk, tapi kalau disuruh maju agak gimana gitu ya?

S2 : Heem

R : Terus masalahnya kalian kalau mau ngomong bahasa inggris itu apa? Pertama tadi apa?

S3 : nggak tahu artinya, takut salah,

R : Terus apa lagi?

S2: Sering dimarahi

R : Apa, Sering dimarahi?

S1 : Eh iya e, misalnya kalau sudah diterangin terus hari berikutnya lupa lagi, kan wajar to kayak gitu, dimarahi. Masak kemarin sudah diajarin dah lupa lagi.

S3 : terasa kecul

R : Kecul itu apa?

S3 : Kecul itu

S2 : Nggak sesuai omongan

R : terus kalian misalkan tahu kalian belum bisa ngomong bahasa inggris gitu ya

S2 : nggak tahu bahasa inggrisnya

R : Heem, terus kalian biar bisa gitu caranya gimana? Apa ya kalo nggak bisa ya gitu-gitu aja?

S2 : Translate

R : Kalo nggak bisa biasanya tanya ke temen? Atau tanya ke pak gurunya? Apa buka kamus, bawa kamus semua?

S2 : tanya ke teman, baca kamus

R : Menurut kalian, kemampuan kalian berbicara bahasa inggris itu gimana? Perlu diimprove, perlu ditingkatkan? atau ah aku dah hebat e

S1 : perlu ditingkatkan

R : Menurut kalian nih misalnya pengennya kalau pelajaran bahasa inggris speaking itu kayak apa? Pengennya pelajarannya kayak apa? Pelajarannya yang kayak apa gitu

S3 : pake bahasa Indonesia

R : pake bahasa Indonesia? Kan pelajaran bahasa inggris. Pengennya kayak apa kalo pelajaran bahasa inggris?

S2 : pengennya kayak les gitu lho, kan disini diajar les tho, bahasa inggris. Gurunya datang ke sini itu semuanya games semua

R : Jadi pelajaran yang menyenangkan gitu ya?

S2 :iya gitu de miss

R : Oke deh, kayak gitu aja ya, miss pamit dulu nih. Sampai ketemu lagi ya

Interview Transcript 3

Day, Date :

Topic :

Respondent   : R (Researcher)

            :S (Student)

R : Miss mau tanya, pelajaran bahasa Inggris itu susah nggak sih?

S13 : Nggak.

S27 : Ya kalau tau artinya ya nggak susah, tapi kalo nggak tau artinya ya susah.

R : Ooh, tapi suka nggak kalo ngomong pake bahasa Inggris?

S13 : Suka.

S27 : Yo tergantung.

R : Biasanya kalo latihan speaking tu di kelas aja atau…

S13 : Saya di rumah.

R : Di rumah ngapain aja, koko?

S13 : Mmm… ngomong.

R : Ngomong?

S13 : Ya… baca-baca kamus.

R : Ok. Terus, kelasnya sir dedi itu menurut kalian kaya apa?

S13 : Pelajarannya? Kalo lagi ngantuk ya membosankan, miss, pelajarannya.

S27 : Maksudnya pelajarannya tu gimana?

R : Ya… ngasih materinya susah nggak?

S27 : Kadang susah, kadang nggak.

R : Kalo di kelas, ini ngomongin speaking ya, kalo di kelas speaking pelajarannya ngapain? Pelajaran berbicara, misalnya…

S13 : Dialog.

R : Dialognya baca? Kaya apa coba?

S13 : Ya, gitu. Baca buku paket

R : Pakai media apa aja kalo ngajar?

S13 : Buku, in fokus.

R : Buku paket?

S13 : He em. Sama fotokopian-fotokopian gitu.

R : Fotokopi kaya tadi?

S27 : Buku paketnya jarang e…

R : Jarang dipake?

S27 : Jarang banget.

R : Seringnya pake apa?

S13, S27 : dengari aja sir nya ngoceh

R : Setiap hari, eh, setiap pelajaran?

S13, S27 : Iya…

R : Oh, gitu. Terus, selain itu nggak pake apa misalnya…

S27 : Nggak.

R : Nggak? Ada gambar, ada kartu, pernah pake nggak?

S12 : Boro-boro…

R : Pelajarnnya sir dedi yang paling disenengin itu apa sih?

S27 : Kalo lagi gampang suka.

R : Kalian PD nggak kalo ngomong bahasa Inggris?

S12 : Takut kalo salah

S27 : Ngucapinnya itu, Miss.

R : Jadi pronunciation-nya masih bingung? Terus apa lagi susahnya? Tadi nggak tau artinya ya? Nggak tau pengucapannya? Kan misalnya susah ya, terus gimana caranya biar bisa? Kalo nggak tau artinya itu gimana?

S27 : Haa… ya Tanya sir dedi

R : Tanya gurunya? Biasanya bawa kamus nggak?

S27 : Nggak pernah.

R : Nggak pernah bawa kamus?

S13 : Berat e…

R : Ooh, berat.Ya, kalo nggak tau artinya tanya sir dedi gitu ? Sedikit lagi… menurut kalian kemampuan berbicara kalian gimana? Apa sudah puas atau belum gitu ?

S27 : Aah, nggak puas aku nggak tau artinya kok.

R : Nah, tadi kan udah ngasih tau pelajarannya tu gini-gini… terus kalian tu pinginnya pelajaran speaking tu kaya gimana?

S27 : Nggak mem-boring-kan.

R : Nah, gitu aja ya, Yoga, koko…

The place of doing research SMKS 15 Taruna Indonesia Kota Bengkulu

Foto bersama Dewan guru,staf dan siswa

Saat Observasi awal

Pretest

Wawancara dengan siswa

Penjelasan materi pertama cycle 1

Foto bersama mahasiswa PPL,Guru dan siswa saat observasi awal

Aktivitas belajar siswa di SMKS 15 Taruna Indonesia

Penjelasan materi

Foto bersama beberapa taruni(siswa putri)

Penerapan metode audio lingual/siswa berdialog maju kedepan

Penyerahan cindera mata kepada guru bahasa inggrris dan bentuk ucapan terima kasih

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SURAT PERNYATAAN
PEMBAHARUAN JUDUL SKRIPSI

Dengan ini saya yang bertanda tangan dibawah ini:

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NIM   :1516230087

Judul Proposal Skripsi Awal : **The Use of Audio Lingual Method to Improve Student SpeakingAchievement in Vocational School** (*Classroom Action Research of the Tenth Grade Students of SMKS 15 Taruna Indonesia KotaBengkulu In Academic Year 2018/2019*)

Judul Proposal Skripsi Diperbaiki : **The Use of Audio Lingual Method to Improve Student Speaking Ability** (*Classroom Action Research of the Tenth Grade Students of SMKS 15 Taruna Indonesia Kota Bengkulu In Academic Year 2018/2019*)

Demikian surat ini saya buat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Bengkulu,   July 2019

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