THE EFFECTIVENESS OF AUDIO- LINGUAL METHOD IN TEACHING SPEAKING SKILL AT THE NINTH YEAR OF SMPN 8 PALOPO
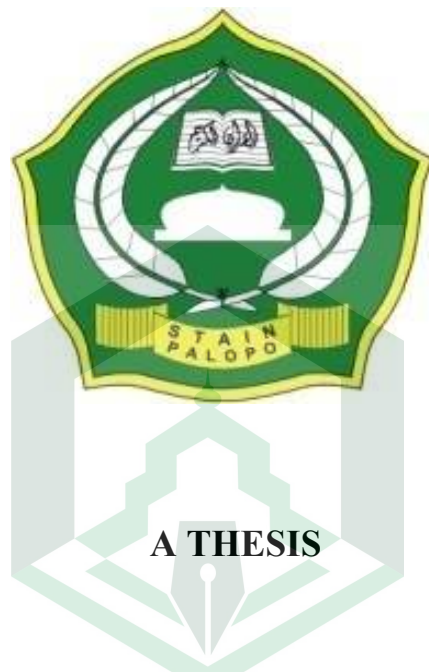
(A Classsroom Action Research)

A THESIS

Submitted to the English Language of SI Tarbiyah Departement of State College for Islamic Studies of Palopo in Partial Fulfillment for S. Pd Degree in English Education Study Program

By.

SUSILAWATI

NIM : 08.16.3.0107

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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IAIN PALOPO

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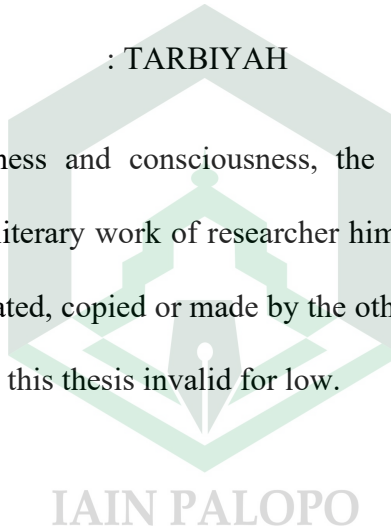
Palopo,   8 Maret 2013

Researcher

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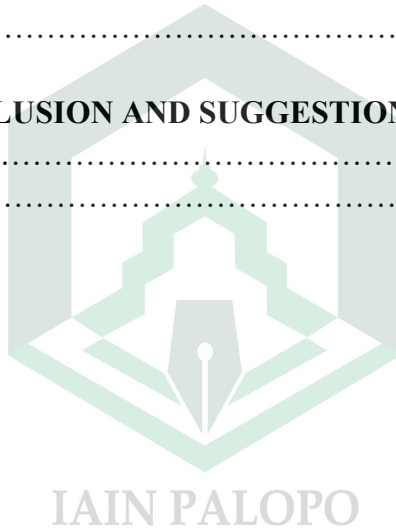
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Researcher

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CHAPTER IV: FINDINGS AND DISCUSSION

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ABSTRACT

SUSILAWATI Writer, 2013. *The effectiveness of Audio-Lingual Method In Teaching Speaking Skill at the Ninth Year of SMPN 8 Palopo.* Thesis, English Study Program Educational Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Amalia Yahya, S.E.,M.Hum and Madehang S.Ag.,M.Pd

Key word: Improving Speaking Skill, Audio-Lingual Method

This thesis is about improving speaking skill by using Audio-Lingual Method at the Ninth year of SMPN 8 Palopo, The problem statement of this research was "What is the appropriate way in improving speaking skill by using Audio-Lingual Method at the Ninth Year of SMPN 8 Palopo? The objective of the research is to find out the best ways in improving speaking skill by using Audio-Lingual Method at the Ninth Year of SMPN 8 Palopo.

In this research used Classroom Action Research method; the target of this research is at the Ninth Year of SMPN 8 Palopo in 2012/2013 academic year. The procedure of the research used two cycles namely cycle 1 and cycle 2. In collecting data the researcher used speaking test it is covering two important aspects such as fluency, and comprehensibility, Observation and questionnaire, the activities of students during learning process, it is analyzed. The activities of students during learning process, it is analyzed by considering the students' participation and level of Audio-Lingual Method.

The result of this research finds that the best ways in teaching speaking by using Audio-Lingual Method
The result of this research finds that the ways in teaching Speaking Skill by using Audio-Lingual Method namely : a) the teacher should choose the material based on the speaking material, b) the leader who giving command must speak loudly ,c) arranging students' sit position.

CHAPTER I

INTRODUCTION

A. Background

English as international language has an important role in this globalization era. It is a key to open the word of scientific and technical knowledge which is needed for the economic and politic development of many countries and it is also as a top requirement of those seeking job applicant who master either active or passive English are more favorable than those who do not from that fact, it is obvious that everybody need to learn English[1].

Speaking language is especially difficult for foreign language learners because effective oral communicative requires the ability to use the language appropriately in social interaction.[2]

In English learning, there are four skills to improve the language namely: listening, reading, writing, and speaking. The goal of people learning language is to be able to speak it. Speaking skill is an important aspect to acquire when learning a second or foreign langulage and the success of leaning the language is measured from the perfomance of students to speak the language they learned.

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[1] Hasriani, *Improving Students' Speaking Skill Through Debating Activity At The Eleventh Grade Of SMA Negeri 2 Palopo*, (Palopo: STAIN,2009),P.1

[2]Jack C Richard and Willy A. Renandya, *Methodology in language Teaching*, (Ed.1;New York: Cambridge University Press,2002),P.204

It can be said that the learning process in school is an attempt by teachers to make students learn. Activities in class that does not make students learn can't be said to be a learning process. In fact, after making the observation at the ninth year of SMPN 8 Palopo. The researcher can conclude that the learning process that occurs in the classroom is relatively ineffective most of the students do not pay attention and follow the learning process optimally, there is plays games, disturb their friends, drawing and writing something beyond the material being taught, and some even fall asleep. They are bored during learning process, and they seldom join in speaking class because they are afraid in saying and they do not know what the meaning the words they have said, because they do not know about speaking material and so far they cannot even speak one sentences and even a word in English because they do not find themselves being encouraged to speak. The teachers therefore are challenged to develop various teaching techniques. The variety of teaching techniques will help learners to get higher motivation to upgrade in learning English. So, the good teachers or trainers should encourage learner's motivation by using an exact such as through technique. Because, the law of motivation shows as that the participants must want to learn, they must be ready to learn and they must have some reason to learn.

Speaking depends on understanding of what has been said by the speaker or the interlocutor.Another view, speaking is to be fundamental and instrumental but many cases, speaking is the most efficient language because the possibility in misunderstanding is most few. The learners can use many ways to develop their speaking, and can speak a foreign language, learners need to know certain grammar

and vocabulary, by giving learners, speaking practice, oral exam, and the most important to develop in practices their speaking skill to learn English.

If the people are eager to be able to speak a foreign language, they must practice and practice to use the language. There are many factors that influence students to succed to learn or to acquire speaking skill,the teachers should know any teaching methodologies of foreign language so they can apply one of them appropriately. Methodology can make learning process will be effective and students will not be bored. One aspect that constructs a technique is Audio- Lingual Method. The Audio-Lingual Method achieves quick communicative competence through innovative method. It is good for beginning level English classes in foreign language setting.

This method based on the theory thet language learning is a habit formation. It has origin of skinner principle of behavior theory. The goal of Audio-Lingual Method is tolerant how to use the language in communication so that they can respond to both verbal and nonverbal stimulus.

The researcher thought that students can improve their speaking skill through Audio-Lingual Method. Therefore, the researcher was interested in conducting the research entitled "The Effectiveness of Audio-lingual Method in Teaching Speaking Skill at the ninth year students of SMPN 8 Palopo.

B. Problem Statement

Based on the problem above the researcher formulates the research question as follow: What is the appropriate way in improving speaking skill by using Audio-Lingual method at the ninth year of SMPN 8 Palopo?

C. Objective of the research

Based on the problem statement above, the objective of the research is to find out the appropriate way in improving speaking skill by using Audio-Lingual Method at ninth year students of SMPN 8 Palopo.

D. Significance of the Research

Significance of the research is expected to be useful information for students especially to the students of SMPN 8 Palopo at the ninth year and for all of the people who want to improve their speaking skill and giving information about the students' attitude toward Audio-Lingual Method in teaching speaking skill.

E. Scope of the Research

This research intended to present some matters about the improvement student's speaking skill by using Audio Lingual Method at the ninth year student's of SMPN 8 Palopo. The researcher focused on two aspects speaking namely accuracy and comprehensibility.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous studies*

There are few researchers who have conducted previous research aimed at improving student's speaking skill.

1. Purwita Anggraeni in her thesis in title : Audio Lingual Teaching as an Alternative Method in teaching speaking to the English Department fuculty of language and art Semarang State University. Writer concluded that the speaking mastery achieved by the first year students of junior high school improved after they were taught using Audio Lingual Method. She suggested that Audio-Lingual teaching Method as an alternative method of the teaching process is a good way to be applied in the first year student's of junior high school to improve their ability in speaking. [1]

2. Dhewi Mashitoh Admawaty in her thesis in title: Using Audio Lingual Method in English learning to improve pronunciation students for A year MI Sunan Kalijogo Malang. Indicator improving is: During learning process students better or increase than before. She suggested for the teacher and students the Audio-Lingual Method is a good learning alternative method

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[1] Purwita Anggraeni, *Audio-Lingual Teaching as an Alternative Method in Teaching Speaking to the first Year Students of SMPN 2 Pemalang,* (Semarang StateUniversity,2007).www. Purwita Anggraeni.blogspot.com.The Internet Available Online, Accessed on 12 February 2013

to improve student's pronunciation because it's emphasize in a drill and especially for a researcher this research can give knowledge and practice experiences in research as preparation to be professional educator.[2]

3. Akhiruddin Nuralang in his thesis entitled: "Improving Students' Speaking Skill Through Survey at The Ninth Year of SLTP 2 Palopo, he found that using survey in teaching speaking in effective technique to improve the students' speaking skill. In addition, through survey students can increase his performance by speaking in front of the class.[3]

4. Sri Endang Kusmaryati in her thesis entitled: "Improving English Speaking Ability Through Classroom Discussion for Students of MA NU Banat Kudus in the academic year 2008/2009, she found that the achievement of English speaking of the eleventh year students of MA NU Banat Kudus in the academic year 2008/2009 taught by using Classroom Discussion is higher than the achievement of English speaking of the eleventh year students of MA NU Banat Kudus in the academic year 2008/2009 taught without using

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[2]Dhewi Mashitoh Admawati,*Using Audio-Lingual Method in English learning to improve pronunciation fourth A year MI Sunan Kalijogo Malang.*Dhewimashitoh.blogspot.com.(Universitas Islam Negeri Maulana Malik Ibrahim Malang). The Internet Available Online, Accessed on 12 February 2013

[3]Akhiruddin Nuralang, "*Improving Students' Speaking Skill Through Survey At The Ninth Year of SLTPN 2 Palopo"* (Unpublised Thesis, 2009), P.64

Classroom Discussion. It means that the Classroom Discussion is effective in improving English speaking skill as a model of Student-Centered.[4]

all these researches have similarities and differences.

The similarities are using methods for teaching and developing the students' speaking skill.

And differences are all researcher using different method in their research. In this research the researcher using Audio-Lingual Method for teaching speaking skill; it can stimulate students to practice speaking skill directly.

B. *Some Pertinent Ideas*

1. Teaching Language

According to Martin H. Manser: "language is a system of sounds, words, etc used by humans to communicate, thoughts and feelings"[5].Whereas Douglas explain clearly: language is a system of arbitrary, vocal symbols which permit all People in a given culture or other people who have learned the system of the culture, to communicate or interact[6].

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[4] Sri Endang Kusmaryati, *"Improving English Speaking Ability Through Classroom Discussion for students of MA NU Banat Kudus in the academic year* 2008/2009.www.sri.com.2008. The Internet Available Online, Accessed on 12 February 2013

[5]Martin H. Manser, *Oxford Learning Dictionary Pocket Dictionary*,(oxford: Oxford University Press, 1991), P.233

[6]H. Douglas Brown, *Principle of Language Learning & Teaching* (2nd edition, New Jersey : Prentice Hall International Limited, 1987), P.4

In teaching language or English, firstly, we have to know the concept of teaching. According to Douglas teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition of learning.[7] On the other hand, teaching is transference knowledge from the teacher to learners. According to Jack Richard, "Teaching is showing or helping someone to learn how to do something, giving information, guiding in the study of something, providing with knowledge, causing to know or understand.[8] Another expert said that the teaching learning process is device for the learner evaluation of objectives. In this process that has opportunity of experiencing the relationship between syllabus[9].

Teaching is an art that delivered of science and skill to the students. Because of art the variation of method or teaching technique is depend on art skill in every teacher own, the quality of art skill can increase and develop. So the teaching target more effective and efficient.

2. The Principle For Teaching Speaking

a.Be aware of the differences between second language foreign language learning contexts.

b. Give student practice with both fluency and accuracy.

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[7]Ibid, *H. Douglas Brown,* P.7

[8]Jack C. Richards, *Approaches and Methods in Language Teaching*, (Cet. VIII, New York: Cambridge University Press, 1995) P.44

[9] Syaiful Bahri, *Strategi Belajar Mengajar*.(Jakarta: PT.RinekaCipta, 2006), P.1

c. Provide opportunities for the students to talk by using group work of pair work, and limiting teaching talk.

d.Plan speaking tasks that involve negotiation for meaning.

e. Design classroom activities that involve guidance and practices in both transactional and international speaking.[10]

3. Theory of Speaking

Speaking is fundamentally an instrument act. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them.[11]

The terms of teaching and learning are two different events, but between them there is a close relationship. Even between the two affects each other and support each other.

4. Speaking Skill

a. Theories of speaking

According to Howard Jackson that, we can transmit our language in two ways:[12] Either by speaking or by writing, we are all conscious of what

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[10]Khatleen M Balley, "*Practical English Language Teaching,"*David Nunan (*ED*), *Speaking* (International Editor, USA), P. 48

[11]Herbert H.Clark and Eve V. Clark, *psikology and language.*(New York: Harcourt Brace Jovanovich. Publishers, 1997), P. 233

[12]Howard Jackson, *Analyzing English: an Introduction to Descriptive Linguistics,* (England: Pergamon Press Ltd, 1982), P. 3.

writing involves: the use of a pen or pencil in our hands, the making of special mark (letter) on paper. But, we are not at all conscious of what speaking involves. It involves sound coming out of our mouths. But, how is that sound produced? We learned to speak on our mother's knee. No one told us to make the right sound, what to do to our tongues or our lips. All natural language have been transmitted by speech.

Speaking is important for language learners.[13] Because of speaking we can make an understanding about information and circumstance in our environment. To make unifying the amity we need to communication. Because communication is the effective giving and receiving of information, to be effective the message must be understood by both the communicator and the receiver.[14] Good communication comes in many forms and styles. No rule is ever set in stone and breaking the rules can sometimes be the best way to get your point across.

Speaking is one of the central elements of communication. In EFL teaching is an aspect that needs special attention and instruction. In other to provide effective interaction, it is necessary for teacher of EFL to be careful to examine the factors, conditions, and components that underlie speaking

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[13]Christine C.M. Gob, *Teaching Speaking in the Language Classroom,* (Singapore: Sameo Regional Language Center, 2007), P. 1.

[14]Gary Kroehnert, *Basic Training for Trainers: a Handbook for New Trainers,* (Australia: McGraw-Hill Book company Australia Pty Limited, 1995), P. 122.

effectiveness. Effective interaction and speech promotion activities will gradually helps learners speak fluently and appropriately.[15]

Speaking is a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction. Speaking is one of the element of communication.

Speaking is used for many different purposes, and each purpose involves different skill, and we may use speaking to describe things to explain about people behavior, to take polite request, or to entertain people with joke and another.[16]

b. The role of speaking

Speaking is means of communication. Communication is contact to the receiver a meaning clothed in words; we are arousing within the receiver associations which will enable that person to person to perform an interaction of the intention of our message.

c. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is the development of the ability to interact succesfully in that language and this involves comprehensions as well as production. Testing students spoken language

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[15]Jack C. Richard and willy A. Renandya, *Methodology in Language Teaching* (Ed.1: New York : Cambridge University Press, 2002), P.210

[16]Nasrullah, *Improving Speaking Skill Through Retelling Story at the Tenth Year Students of Madrasah AliyahNegeri (Man) Palopo*, (Palopo: Unpublised Thesis of STAIN Palopo, 2008) P.7

command is one of the most important aspects of an overall evaluation of the students' language performance. Speaking skill divided into two features firstly is competency features that consist of content and interaction. Appropriacy is using the lexical, phonology and intonation properly and fairly base on situation any own translation. In this case,perfomance features is the appropriateness in using language. Based on the statement above, the researcher divides speaking skill into three main components,as follows:

1). Fluency

Fluency is the ability to produce what one wishes to say smoothly and without undue hesitation and searching.[17] Speak without too great to say smoothly and effort with a fairly wide range of expression in the pas research Rasyid find that in the students speaking skill they were fairly fluent in interaction with speak of 75-89 words per minute.[18]

2). Accuracy

Accuracy is the ability in the use target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuracy is achieved to some extend by allowing students to focus on the elements of phonology grammar and discourage in their spoken output.[19] In testing

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[17]Wilga M. River, *Teaching Foreign Language Skill*, (London:The university of Chicago Press,1981), P. 372

[18]Muhammad Amin Rasyid and Hafsah J.Nur, *Teaching English as Foreign Language*,(Ujung Pandang:PPBS IKIP,1997), P.201

[19] H. Douglas Brown, *Teaching by principle*, (new york: Longman Inc,2001), P. 268

speaking proficiency, we use some elicitation technique. Elicitation technique is the ways to get students to say something in speaking test.[20]

3) Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing.[21]

In testing speaking profanely, we use some elicitation techniques. According to Madsen elicitition technique is a way to get students to say something in speaking test. For example, through limited response, direct response, question about picture, reading-aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase technique through oral interview.[22]

Speech is produced utterance in response to the word by word and utterance by utterance productions of the person we are talking to. Base on that point speaking involved. The act of speaking involves not only the production of sound.

4) The problems of speaking

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Speaking a language is especially difficult

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[20]Martin H. Manser, *Oxford Learners " pocket Dictionary*, (Oxford:Oxford University Press,1995), P.81.

[21]Scott Thornbury*, How to Teach Speaking, P*.6

[22]Harold Madsen, *Techniques in Testing,* (Ed. II; New York: Oxford University, 1983), P. 162.

for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress and intonation. And sometimes we do not know what to say. It is supported by the statement of Jack Richard and Willy Renandya, said that:

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation.[23]

There are some characteristics can make speaking difficult. As Brown demonstrates some of characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1) Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

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[23]Jack C Richards and Willy Renandya, *Methodology in Language Teaching*. (united States of America: Cambridge University Press, 2002), P.204

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of   spoken language.

3) Reduce forms

Contraction, elisions, reduced vowels, etc., all form special problems in teaching spoken English.

4) Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections.

5) Colloquial language

Make sure your students' reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluent.

7) Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explained below. The stress time's rhythm of spoken English and its intonation pattern convey important messages.

5. The history of Audio-Lingual Method

The Audio-Lingual Method was developed in the U.S. during the Second World War. At that time, the U.S. government found it a great necessity to set up a special language training program to supply the war with language personnel. Therefore, the government commissioned American universities to developed foreign language programs for military personnel. Thus the Army specialized Training Program (ASTP) was established in 1942. The objectives of the army program were for students to attain conversational proficiency in a variety of foreign languages. The method used was known as the "informant method", since it used a native speaker of the language, the informant, and a linguist. The informant served as a source of language for imitation, and the linguist supervised the learning experience. This intensive system adopted by the army achieved excellent result. Linguists and applied linguists during this period were becoming increasingly involved in the teaching of English as a foreign language. In 1941 the first English language institute in the U.S. was Charles Fries, who applied the principles of structural linguistics to language teaching. The result is an approach which advocated aural training first, then pronunciation training, followed by speaking, reading, and writing. The emergence of the Audio-Lingual Method resulted from the was established in the University of Michigan. The director of the institute increased attention to foreign language teaching in the U.S. towards the end of the 1950s. The need of the radical change and rethinking of

foreign language teaching methodology made language teaching specialists set about developing a method that was applicable to condition in U.S. college and university classroom. They drew on the earlier experience of the army programs and the Aural-Oral or Structural Approach by Fries and his colleagues, adding insights taken from behaviorist psychology. This combination of structural linguistic theory, aural-oral procedures, and behaviorist psychology led to the Audio-Lingual Method, which was widely adopted for teaching foreign languages in North American colleges and universities. [24]

6. The Definition of the Audio- Lingual Method

Audio lingual method is a method which using behaviorism or habitual principle. This method can make students easy to understand the material because by using this method the teacher gives the students more opportunity to express their ideas.

The Audio-Lingual Method is a style of teaching used in teaching foreign languages. It is based on behaviorism theory, which professes that certain trait of livings things, and in this case humans could be trained through a system of reinforcement correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

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[24]Juprimalino.blogspot.com/2011/01/*audio-lingual-method*.html

This approach to language learning was similar to another. Earlier method called the direct method.Without using the students language to explain new words or grammar in the target language. However, unlike the Direct Method, the Audio-Lingual Method did not focus on teaching vocabulary. Rather, the teacher drilled students in use of grammar[25].

Applied to language instruction, and often within the context of the language lab. This means that the instructor would present the correct model of a sentence and the students to sample in the same structure. In audio-lingual's, there is no explicit grammar instruction everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously, in this manner, the lesson are built on statistic drills in which the students have little or no control on their own output. The teacher is expecting particular response and not providing that will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.[26]

According to Diane Larsen, Audio-Lingual Method of foreign language teaching which emphasize the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language

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[25]Mora 2008, *Second Language Teaching Method: The Audio Lingual Method*, the internet available online, accessed on 13rdJuly 2012.

[26]Jack C Richard., Op.cit ,P. 27

presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom.[27] This method (Audio lingual) is said to result in rapid acquisition of speaking and listening skills. The audio Lingual Method drills students the use of grammatical sentence patterns. When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through was conditioning or helping learners to respond.

There are many different methods used to teach languages and one of the methods is Audio-Lingual Method , This method is also known as the aural-oral method. It is a self-teaching method. The learning is based on repetition of dialogues about every day situations that are imitated and drilled to make the response automatic. Reading and writing are both reinforcements of what the learner practices.[28]

7. Design of the Audio-Lingual Method

Audio-lingualism followed a structural syllabus and most of the activities were based on dialogues and drills.

a. The teacher first presents a model dialogue after which the students will repeat each line for the dialogue. .

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[27]Diane Larsen –Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 1985) P.32

[28] www.antalang.com/*Language-training/methods*.html, the Internet Online Available, Accessed on 14 April 2013

b. After a while, certain key phrases from the dialogues may be changed. The students will then substitute the patterns in the drills. This is the basis for grammar practice.

c. The drills also consisted of repetition, inflection, replacement and restatement.

d. Repetition: the students repeat an utterance; inflection: an utterance is repeated but the form of a word is changed; replacement: one word is substituted for the other; restatement: the students say an utterance in a different form.[29]

8. Teaching Technique Use The Audio-Lingual Method

a. Dialogues memorization, that is, short conversations between two students. Students usually take the role of one person in the dialog and the teacher the other.

b. Backward build up drill, that is, in a long line of a dialogue it is giving to the students.

c. Repetition drill, that is, students are asked to repeat the teacher's model as accurately and as quickly possible.

d. Chain drill, that is, the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other.

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[29]Http/En.wikipedia.org./*wiki/audio_lingual_method*, Internet Online Available, Accessed on 14 April 2013.

e. Question and answer drill

f. Use of minimal pairs

g. Complete the dialogue.

C. Conceptual Framework

This research took students of SMPN 8 Palopo who had learned English as a foreign language since the first class. Speaking was one of skill that they had learned. In this research the researcher used Audio-Lingual method to improve students speaking skill.

Different types of tasks are considered to encourage variation. Someone may have control over linguistic form for certain task, while for others; they may prove to make errors. It is suggested that the task, which required learners to focus attention on content, are more likely to produce error than those, which force them to concentrate on form. For example, the sentence and conversation. During learning speaking process the students consequently may produce a more target in speaking skill.

```
┌─────────────────────────────────────┐
│     The Students of SMPN 8 Palopo    │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│     Students who can speak English   │
│      fluently and who can not do it  │
└─────────────────────────────────────┘
                    │
                    ▼
        ┌──────────────────────────┐        ┌──────────────┐
        │  AUDIO-LINGUAL METHOD     │◄───────│ Sentence and │
        └──────────────────────────┘        │ conversation │
                    │                        └──────────────┘
  Speaking          ▼
        ┌──────────────────────────┐
        │  Students speech production│
        │   viewed in accuracy and   │
        │     comprehensibility      │
        └──────────────────────────┘
                    │
                    ▼
        ┌──────────────────────────┐
        │    Variation in producing: │
        │         oral speech        │
        └──────────────────────────┘
```
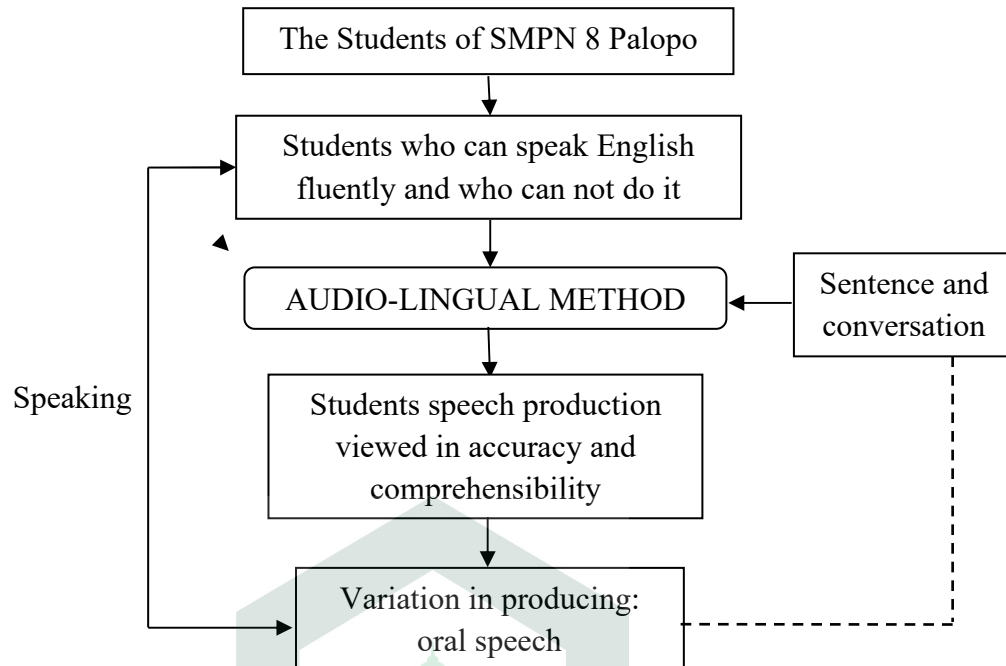
D. The Concept of Classroom Action Research (CAR)

1. Action Research

Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. There are many ways to improve knowledge about teaching. The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of

data. The focus is on the practical significance of findings, rather than statistical or theoretical significance.[30]

Action research is the name given to an increasingly popular movement in education research. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, and school improvement schemes and so on, and, as such, it actively involves teachers as participants in their own educational process. [31]

Stephen Kemmis in Djunaidy Ghony as quoted by kustiati in her research stated that action research is a form of self-reflective inquiry understaken by participants in social(including educational) situations in order to improve the rationality and justice of (1) their own social or educational practices, (2) their understanding of these practices, (3) the situations in which the practices are carried out. In education, action reseach has been employed in school –based curriculum development, professional development, school improvement programs, and system planning and policy development.

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[30]http://www.*julianhermida.*com/algoma/*scotlactionresearch*.htm, the internet available online, accessed on 11th April 2013

[31]Hopkins, *Action Research*. 1993. Online, hysicsed. Buffalostate.edu/danowner/ actionrsch. Html), accesssed on April 9th 2013

2. **Characteristic of Action Research**

a. Practical, and relevance with situated real deep world job.

b. Giving set framework to trouble-shooting.

c. Flexible and adaptive which is enables to mark sense changing up to trial period.

d. Participateion which researcher takes part straightforward

e. Self evaluative which is continuo modification is evaluated in aught situation.

f. In term research finding have poor external validity.

g. Research and decision making is process by decentralizes and deregulation.

h. Cooperative is in contemplation, performing, and evaluation.

i. Action research develops empowerment, democracy, justice, and freedom.

j. Applying theory in small-scale.

k. Accentuating action approaching.

l. Develop a model.[32]

3. **The Importance of Action Research**

There are several reasons why classroom action research is a need for teachers to improve the professional a teacher:

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[32]E. Mulyasa, *Menjadi Guru Profesional*, (cet.IV; Bandung: PT. Remaja Rosdakarya Offset, 2006). P.153-154.

a. Classroom action research is very conducive to making teachers become sensitive responsiveness to the dynamics of learning in his class. He become reflective and critical of what he his students do.

b. Classroom action research can improve the performance of teachers to be come professionals. Teachers are no lonnger are as a practical, who already feel satisfied with what is done for many years without any improvement and innovation. But also at researcher in its field.

c. By carrying out the stages in classroom action research, teachers are able to improve the learning process through a reviw in to what is what happens in class. Acts committed teachers solely based on the actual and factual issues that developed in its class.

d. By implementing classroom action research teachers to be creative because it is always required to make efforts in innovation as the implemrntation and adaptation to various theories and techniques of learning and teaching materials he uses.

e. Implementation of classroom action research in education and learning has a puspose to improve or enhance the practice of continuouslearning so that the quality of the results of intructional skills of teachers, improving the relevance, improving management efficiency and grow the culture of instructional research of teacher communities.[33]

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[33]Ibid. P.34

According to Cohen 7 Manion in Ambong Aco as quoted by kustiati, the functions of classroom action research, namely:

1) a tool to avercome the problems that were diagnosed in the classroom learning situations.

2) means in office training, quipping teachers with the skill and new methods and ancourage the emergence of self-awareness, especially through peer teaching.

3) tools to incorporate into the exicting system an additional or innovative theories.

4) atool for improving communication is usually worse among teachers and researcher,

5) tool the provide alternatives to theoryes that subjective, impressionistic toward problem solving class.[34]

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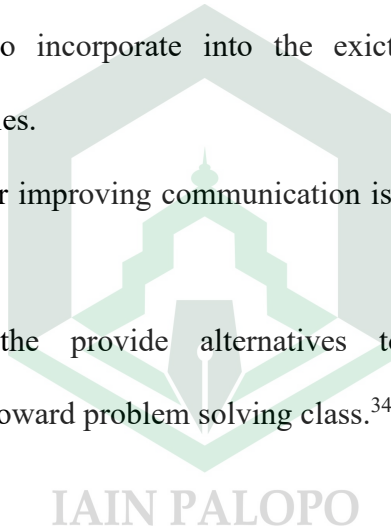
[34]Ibid P. 35

CHAPTER III

METHODOLOGY

A. *Research type*

This research follows the principal working of Classroom Action Research (CAR) that contains of four stages; they are: Planning, Implementation of Action, Observation, and Reflection.

This research held in some cycles. They are the series of activities which had close relation. Where, the realization of the second and the next cycle continued and repair from the first one.

B. *Researcher position in the research*

In this research, the researcher as a teacher during the teaching process, the aim was to assess the teaching strategy that had given, researcher a guide for next cycle.

C. *Setting and Subject of The Study*

The researcher did the research in SMPN 8 Palopo, it was located on Agatis street in Palopo. The subject of this Classroom Action Research were focused on the ninth year of academic year 2012/2013; the number of students in this class was 35 students.

Actually, the students were more than 1 year study English but they seldom to apply their language especially speaking. Based on characteristic of CAR which includes:

1. Certain focus that practice

2. Learning activity or researcher itself

3. Collaborator

4. Dynamic process

5. Planning action

6. Sharing research experiment.[1]

D. *Data Sources:*

a. Students

b. Teacher

c. Partner / Collaborator
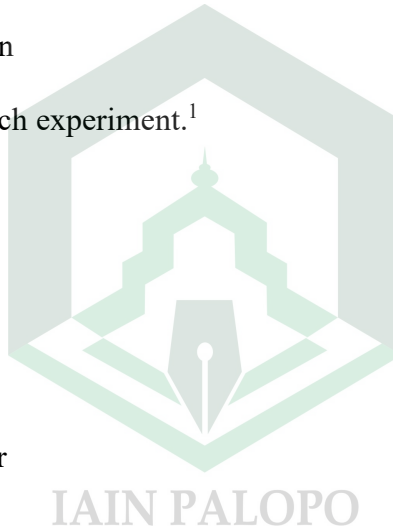
E. *Procedure of Collecting Data*

To collect the data the writer used library research was a method for collecting data by reading literatures that had connection with the problem in this thesis.

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[1]Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,*Ed.1,Jakarta : Rajawali Pers,2011.P.58

F. *Instrument of Analyzing Data*

In this research the technique of collecting data to get a valid data namely from observation in learning process and through questionnaire' who given to the student, as the instrument that used in collecting data are:

1. Observation sheet and assessment

This instrument was used to know the students' activity in learning process and used by observer for monitoring the researcher activity in learning process.

2. Questionnaire

Questionnaire was method that was used with made list question then gave to the respondent by letter and answered by letter to. In this case writer used five alternative choices as follow:

a. Strongly agree (5)

b. Agree (4)

c. Uncertain (3)

d. Disagree (2)

e. Strongly Disagree (1)[2]

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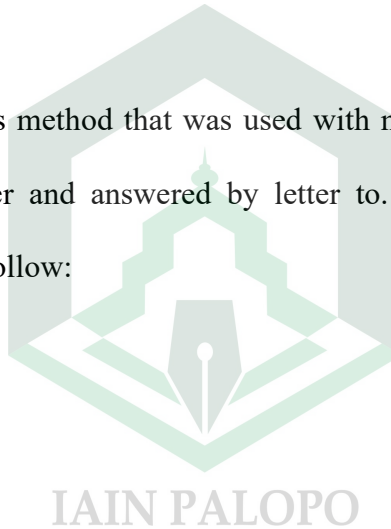
[2]Mulidah Basir, *Motivation of the eight Year Students of MTS Batusitanduk in Learning English,* (Palopo: STAIN Palopo, 2009), P. 25.

G. *Technique of Analyzing Data*

The data in each cycle 1 was collected through the following steps:

1. Scoring students speaking test

The data from speaking test were score on the scoring classification. namely :pronunciation, vocabulary, and fluency. Detail elaboration is presented as follow:

a) Accuracy

Table 1: Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is very slightly influenced by the mother tongue. Two or three minor grammatical and lexical error
Very good	5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors. A few

		grammatical and lexical errors but only cause confusion.
Average	3	Pronunciation is influenced by the mother tongue only a few serious phonological errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influenced by mother tongue with errors causing a breakdown in communication. Many" basic" grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b) Fluency

Table 2: Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make and effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make and search for words, three are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeed in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of time. Often has to search for the

		desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery.
Very poor	1	Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

c). Comprehensibility

Table 3: Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for listener to understand and speaker's intention and general meaning. Very few

		interruption or classification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him convey message or to seek clarification.
Average	3	The listener can understand a lot what is said, but he must constantly seek clarification. Can not understand many of speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrase) can be understood and then with

		considerable effort by someone who is listening the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.[3]

Beside the technical of scoring through six scales, the writer also make rating classification to measure the student's speaking ability. The following is rating scale classification.[4]

Classification	Scale	Rating
Excellent	86 – 100	6
Very Good	71- 85	5
Good	56- 70	4
Fairly Good	41- 55	3
Poor	26- 40	2
Very Poor	< 25	1

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[3]J.B Heaton, *Writen English Language Test,* (New Edition; United State of America: Longman Inc.,1991), P.100

[4]Daryanto, *Evaluasi Pendidikan,* (Jakarta PT:Rineka Cipta,2007) P.211

H. *Research Procedures*

This research wass conducted with using Classroom Action Research method (CAR). In a cycle consists of four steps. They are:

1. Planning

In this step, the researcher prepared material and what the students had to do in the action step. Make a learning implementation plan (RPP) based on the curriculum, and arrange material of lesson planning and it should base on Audio-Lingual Method in learning speaking. Making a questionnaire and observation sheets to observe the condition of learning process. Arrange the test to know the increasing of the result study after they studied by using Audio-Lingual Method.

2. Action

In this step, the researcher started by teaching them about Audio-Lingual Method, and then gave explanation about Audio-Lingual Method. Then the researcher asked them to listening conversation in the tape recorder, and then helping them to know the meaning of conversation. The students asked to imitate conversation in the tape recorder. In the first section the students only asked to listen the conversation and then in the second section the students asked them to practice the conversation

3. Observation

In this step, the researcher observed what happened in the classroom during learning process, and the teacher (monitor) filled in the observation sheets, what the students did in the classroom. The researcher had to observe also the weakness of the learning process. In this step also the researcher interview some of the students. The

researcher did it for getting information the students' opinion about the method and the learning process. They like the method or not.

4. Evaluation and reflection

In this step, the researcher analyzed the weakness that students had got in observing. After analyzing the weakness, the researcher looked for the problems solving for the weakness. In this step, the research had to think what the researcher had to do in the next step.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion:

A. Findings

1. The explanation of cycle 1

a. Planning

In planning section, the researcher prepared to carry out the action research class that required different tools which had been created and developed previously namely learning implementation plan (LIP/RPP), the supported instrument guidelines for observation sheet and camera. In this section, in this section, the preparation which was prepared by the researcher before acting in the cycle 1 was:

1). Introducing to students about Audio-Lingual Method

2). The researcher explained the material conversation about introduction

3). The researcher explained how to use Audio-Lingual Method to improve their speaking ability.

4). The researcher asked to practice using Audio-Lingual Method as they prepared to cary out a speaking task in English conversation.

5). Observer and researcher observed the students' activities

6). The researcher gave chance to students express their difficulties in learning process.

b. Acting

In this action, the researcher gave the students material of speaking skill using Audio-Lingual Method. Then the researcher gave them one material about introduction.In this meeting the researcher introduced about Audio-Lingual Method to students. Before explaining how to use Audio-Lingual Method to improve their speaking, the students could ask researcher if they confused with the material. The researcher explained how to use Audio-Lingual Method. The researcher asked the students to listen the conversation. The conversation was repeated until the students understood. Then the researcher asked the students to repeat the conversation. After that the researcher gave the students example of the introduction.

The researcher asked the students in front of class to introduce themselves, and asked the students to make conversation with their partner. The researcher gave the students chance to prepare themselves before making conversation in front of class. After that the researcher guided the students to choose partner for conversation in front of class. Presentation all students in front of class with material introduction during 5 minutes for each partner. And then the researcher gave the students suggestion to study in the home. And in the last meeting in action cycle 1 the researcher gave chance to the students to express their difficulties in learning speaking through Audio-Lingual Method.

c. Observation

Based on observation activities made by researcher and collaborators in the first cycle, the researcher and observer, observed the learning activity about

condition class and activity student in learning speaking through Audio-Lingual Method. Observation the students' activities in the first cycle many students confused with the Audio-Lingual Method especially to aplly before intoducting in front of class. Condition in class was learning showed that:

1. The condition of the class was noisy when the researcher gave explanation

2. The students were not familiar with the using Audio-Lingual Method in teaching speaking skill

3. The students less active

4. Learning process was not interest because some students just silence although they confuced or they did not understand with the material

5. The students confused when the researcher explained material

6. There were some students cheated note when presentations in front of class.

The observation about activities researcher made by observer when explained the material and explained about Audio-Lingual Method.

The problem is that students at beginner and elementary level simply could not access the information.[1]

d. Reflection

After the researher and collaborator did the obsrevation, the researcher made the reflection to decrease the lack in this cycle to do the next cycle.
In the next cycle the researcher changed students' partner so they were not busy alone and did something that could distrub in learning process.

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[1]Jaremi Harmer, *The Practice of English Language Teaching*, (New York: Longman group UK, 1991) P. 175

1. Description the result of test cycle 1

Evaluation on students' learning showed that the students' mastery on speaking was mostly in low scores. The mean score was only 59.

Data Trancription

Cycle I

Conversation 1
Respondent I: What your name?
*Respondent II: My name is **Siti fatmawati***
Respondent I: Can you speel it?
*Respondent II: **S I T T I***
Respondent I: May I know your phone number?
Respondent II: 118 e.....343427 e.....040 e......783 and you?
Respondent I: 0813438216 and 13
Respondent II: What is your name?
*Respondent I: My name is **Salsabila***
Respondent II: Can you spell? Spell it
Respondent I: sudah mi K'

Conversation 2
Respondent I : What is your name?
*Respondent II : My name is Hasria **Hasan Hasnuddin***
Respondent I :e......what e......e.....e...apa? Can you spell it?
*Respondent II : e......**H A S R I A***
Respondent I : What's your name?
*Respondent II : My name is winny **Anggraina Sari***
Respondent I :Can you please? Can you spell it?
*Respondent II : **W I N N Y***
Respondent I : My what is your name?
*Respondent II : My name is **Hasria***
Respondent I : Can you spell? Can you spell it?
*Respondent II : **H A S R I A***

Conversation 3
Respondent I : What su name? What's your name?
*Respondent II : My name is **Mail***
Respondent I : What's your name? And you what is your name?
*Respondent II : My name is **Muh. Fadil***
Respondent I : Can you spell it?
*Respondent II : **F A D A L .I L***
*Respondent I : Can you spell it ? **M A E L***
Respondent II : May you I know your phone number
Respondent I : My may phone number is tidak tahu

Table 4 : the result of the test in cycle 1

No.	No. Respondent	Two Aspects of Speaking Assesment		Score of Test
		Accuracy	Comprehensibility	
1	001	1	2	55
2	002	1	2	55
3	003	2	1	55
4	004	1	2	55
5	005	3	2	65
6	006	2	2	60
7	007	2	3	65
8	008	2	2	60
9	009	1	2	55
10	010	2	1	55
11	011	3	3	70
12	012	2	3	65
13	013	3	2	65
14	014	1	1	50
15	015	2	1	55
16	016	3	3	70
17	017	2	2	60
18	018	1	2	55
19	019	2	2	60
20	020	1	3	60
21	021	3	3	70
22	022	2	1	55
23	023	2	2	60
24	024	1	2	55
25	025	2	1	55
26	026	3	2	65
27	027	2	1	55
28	028	1	1	50
29	029	2	3	65
30	030	1	2	55
31	031	2	2	60
32	032	3	2	65
33	033	2	1	55
34	034	1	2	55
35	035	1	1	50
	Mean Score			59

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

$$Md = \frac{2060}{35}$$

$$Md = 59$$

2. The result of observation students' activities during the teaching and learning process.
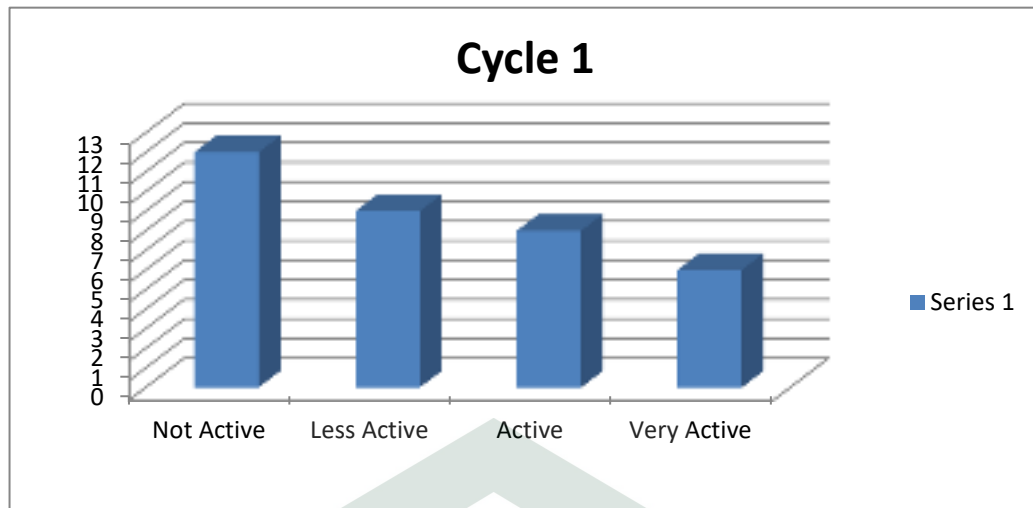
OBSERVATION LIST CYCLE 1

No.	Students Name	Students Participation			
		Not Active	Less Active	Active	Very Active
1	001				✓
2	002				✓
3	003			✓	
4	004			✓	
5	005			✓	
6	006		✓		
7	007		✓		
8	008			✓	
9	009			✓	
10	010		✓		
11	011			✓	
12	012		✓		
13	013			✓	
14	014			✓	
15	015	✓			
16	016	✓			
17	017				✓
18	018				✓
19	019	✓			
20	020	✓			
21	021	✓			
22	022	✓			
23	023		✓		
24	024		✓		
25	025		✓		
26	026	✓			
27	027	✓			
28	028	✓			
29	029	✓			
30	030	✓			
31	031				✓
32	032				✓
33	033	✓			
34	034		✓		
35	035		✓		

Table 5 : the result of the test in cycle 1

Cycle 1

There were still significant weakness in cycle 1 namely: Most of the students were still not familiar with the using Audio-Lingual Method in speaking skill because the students never hear about Audio-Lingual Method before. Some of the students did not really active in learning activities, only 8 students actives, 6 students very active, 9 students less active, and 12 students not active. It means that the students did not really active. The evaluation means score was only: 59. In the findings, there were only some students active in giving responds to talk about the topic that the given by researcher.

In fact, after making observation the researcher concluded that the learning process that occurs in the classroom is relatively ineffective. Most of the students did not pay attention and followed the learning process optimally, there were only playing, distrub their friends. After doing interview they said that they were bored during learning process and seldom join in speaking class because

they were afraid in saying and they did not know what the meaning the words they had said.

The researcher challenged to develop various teaching technic and changed the learning model, in the first cycle the researcher asked the students to explanation introduction and the next cycle, the researcher asked them to choose partner for conversation in front of class and tried to change the material in first cycle about situation class and in second cycle about describing physical other friends and gave some difficult words then asked them to memorize in their dormitory to prepare in the next cycle. The variaty of Audio-Lingual Method would help learners to get higher motivation to upgraide in learning English.

3. The data through the questionnaires cycle 1

This data was used to find out the students' attitude in speaking skill through Audio-Lingual Method, there were some items:
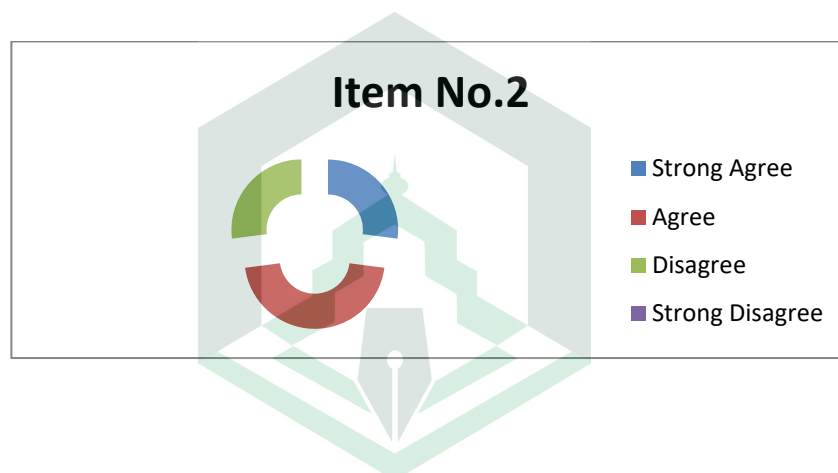
a) Item no. 1

I am interested studying speaking English using Audio-Lingual Method.
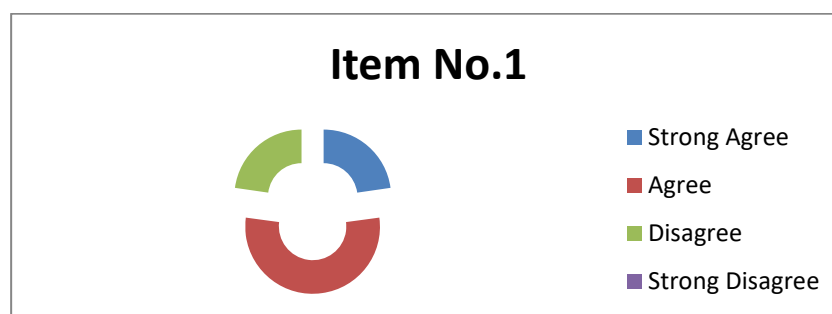
Based on research of data analysis can be known that from 35 respondents. There were 8 students strongly agree to follow in English learning activity, there were 19 students agree, there were 8 students disagree, and none of student strongly disagree. Based on to find out that the students attitude is low interes to study English speaking.

b) Item no. 2

Using Audio-Lingual Method can improve my speaking skill

Based on the result of the researcher can be proved that Audio-Lingual Method influence speaking skill of 35 respondents. There were 10 students strong agree, if using Audio-Lingual Method can improve their speaking skill. There were 17 students agree, there 8 student disagree, and none of students strongly disagree. Based on to find out that there were students attitude is low interest.

c) Item no. 3

Studying speaking English using Audio-Lingual Method can increase self confidence.

Item No.3

■ Strong Agree

■ Agree

■ Disagree

■ Strong Disagree

Based on the research could be proved that influenced Audio-Lingual Method in improving the students' speaking skill that from 35 respondents. There were 11 students strongly agree, if using Audio-Lingual Method can increased self confidence. There were 17 students agree, there were 7 students disagree, and none of students strongly disagree. Based on to find out that there were students attitude is low interest

d) Item no. 4

Using Audio-Lingual Method helped the students brave to practice speaking in front of class.

Item No.4

■ Strong Agree

■ Agree

■ Disagree

■ Strong Disagree

Based on the result of the research can be proved that influence Audio-Lingual Method in improving the students' speaking skill that from 35 respondents. There were 10 students strongly agree; if using Audio-Lingual Method can increased self confidence. There were 15 students agree, there were 6

students disagree, and none of students strongly disagree. Based on to find out that there were students attitude is low interest.

e) Item no. 5

Studying speaking using Audio-Lingual Method can increase my motivation.

Based on the result of the research can be proved that influenced Audio-Lingual Method in improving the students' speaking skill that from 35 respondents there were 13 students strongly agree, if using Audio-Lingual Method can increase self confidence. There were 17 students agree, there were 5 students disagree, and none of students strongly disagree. Based on that there were students attitude was low interest.

Based on the result score of the test in cycle 1 the observation for clear look at the table.

Accuracy

Classification	Score	Frequency	Total Sample
Excellent	6		35
Very Good	5	4	35
Good	4	8	35
Average	3	7	35
Poor	2	9	35
Very Poor	1	7	35

The table above showed that the students' score in the area of accuracy of cycle 1 are varieties; in which there were none of students got "excellent", 4 students got "very good", 8 students got "good", 7 students got "average", 9 students got "poor", and 7 students got "very poor" classification.

Comprehensibility

Classification	Score	Frequency	Total Sample
Excellent	6		
Very good	5	3	35
Good	4	5	35
Average	3	9	35
Poor	2	10	35
Very Poor	1	8	35

The table above showed that the students' score in the area of comprehensibility of cycle 1 were varieties; in which there were none students got "excellent", student got :very good", 7 students got "good", 9 students got "average", 6 students got "poor", and 1 students got "very poor" classification.

Based on the result of the observation and score of the test still disappointed in the first cycle, the researcher need to do reflection to know the weakness action in cycle 1 they were: (1) the mean score the result of the students' test in cycle 1 the persentage 59,. It means under low the score standard, so the students' score of test in cycle II must be increase (2) based on result the observation made by observer to activities researcher execution learning speaking skill through Audio-Lingual Method that the students speaking skill was still low, show the reseacher did second cycle and must be increased some aspects in the

next cycle. Especially the students' ability in speaking skill. The solution of the problem the researcher would do some a way in the next cycle they were:

a. The researcher observed the students more intense

b. The researcher gave more explain the material

c. The researcher guided the students that could not speak in English until they can fluent to speak English.

d. The researcher forbidden the students if they cheated note

Cycle II

a. Planning

The researcher hoped in cycle II students more active in class than before. in the second cycle made students to be active in the class made conversation and not just silent if they confused with the material and reflection in the first cycle used to plan the second cycle.

In order to decrease the weakness and to keep the successful the first cycle, then the second cycle planned as follows:

1. In the second cycle observed the students more intense

2. Giving more explanation and intensive guidance to the students to understand and practice the speaking through gave more introduction to difficult words and guide the students that could not speak English until they could fluent to speak English

3. Giving motivation to the students in order to be active in speaking and learning process and more explaining the material and Audio-Lingual Method.

4. Asking the students to make conversation in front of class with their partner and the material conversation in the second cycle was different with first cycle.

5. Giving more motivation to the students in order to be active in learning process.

Such as giving them wise word to built their self confidence to study more and more.

b. Action

Like in the first cycle, in this action the researcher gave more explanation about the material in speaking skill using Audio-Lingual Method and gave guidance to the students how to speak in a good way.

The material in cycle II was different with the first cycle, that was introduction their family. In beginning learning activities, gave motivation to the students, Explained how to use Audio-Lingual Method, because many students were still confused how to practice in using of speaking test. In this meeting the researcher asked students to listened the conversation. The conversation was repeated until the students understood. The condition in class more conducive, the researcher could control the class, and the students enthusiasm to follow the material,many students to be active in the class. In the second cycle gave much time the students to prepare them selves in test.

The researcher gave the students chance to prepare themselves before making conversation in front of class during 5 minutes. After that the researcher

guide the students to choose partner for conversation in front of class. The researcher asked students if they talk to themselves as they prepare to do.

Presentation all students in front of class with material introduction their family during 5 minutes. After that the researcher gave the students what the meaning the conversation. Then activities in action cycle II the researcher gave chance to the students to express their difficulties in learning speaking through Audio-Lingual Method.

c. Observation

Based on observation activities made by researchers and collaborators in the second cycle, the researcher and observer to observe the learning activity about condition class and students' activity in learning speaking using Audio-Lingual Method. Observation the students activities in the second cycle many students to be active in the class to express their opinion, the students' self confidence was increasing , and they were not shy to speak in front of class. Then condition in class more condusive than cycle 1, and then the students' speaking improved in the second cycle.

d. Reflection

Cycle II

Conversation I
Respondent I : what is your name?
*Respondent II: my mother name is **Ayunita** and you?*
*Respondent I : my mother name is **emissa***
Respondent II : what is your father name?
*Respondent I : my father name is **baejuddin***
Respondent II: how many brother and sister do you have?
Respondent I: I have 3 brother and sister and you?
Respondent II : I have 2 brother and 1 the and 1 dont have sister
Respondent I : where do you come from?
Respondent II: palopo and you
Respondent I : I come from palopo

Conversation II
Respondent I : what is your mother name?
*Respondent II : my mother name is sitti **hamidah** and you?*
*Respondent I : my mother name is **harianti***
Respondent II : what is your father name?
*Respondent I : my father name is **Drs. Basirul** and you?*
*Respondent II : my father name is **awaluddin***
Respondent II: how many brother and sister do you have?
Respondent I : I have 3 brother and 2 sister and you
Respondent II : I have 2 sister and I do not have sister
Respondent I : where do you come from?
Respondent II: I come from e......palopo and you
Respondent I : I am in Palopo

Conversation III
Respondent I : what is your mother name?
*Respondent II : my mother name is **Sri wulandari** and you?*
*Respondent I : my mother name is **Irawati***
Respondent II : what is your father name?
*Respondent I : my father name is **Asni Manta***
Respondent II : how many brother and sister do you have?
Respondent I : I have 3 brother and 2 sister and you?
Respondent II : I have 2 brother and I don't have sister
Respondent I : where do you come from?
Respondent II : I come from palopo, and you?
Respondent I : I come from palopo.

1. Description the result of cycle. The mean score was

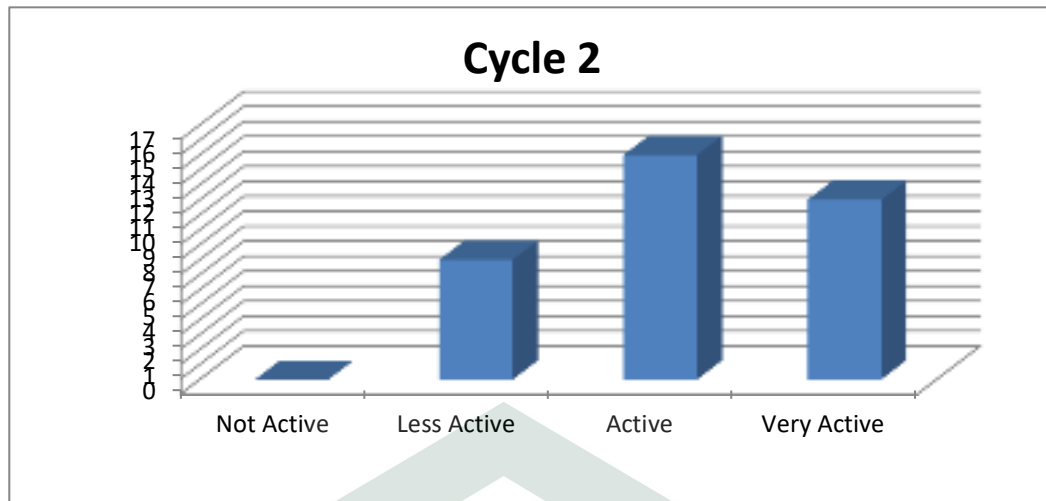| No.	No. Respondent	Two Aspects of Speaking Assesment		Score of Test
		Accuracy	**Comprehensibility**	
1	001	3	4	75
2	002	4	4	80
3	003	5	4	85
4	004	4	5	85
5	005	3	5	80
6	006	3	4	75
7	007	4	4	80
8	008	4	3	75
9	009	3	5	80
10	010	5	5	90
11	011	4	5	85
12	012	3	4	75
13	013	4	5	85
14	014	4	4	80
15	015	5	5	90
16	016	4	5	85
17	017	5	4	85
18	018	4	3	75
19	019	4	4	80
20	020	3	5	80
21	021	4	4	80
22	022	5	4	85
23	023	3	4	75
24	024	5	4	85
25	025	3	4	75
26	026	4	5	85
27	027	5	5	90
28	028	4	4	80
29	029	3	4	75
30	030	4	5	85
31	031	5	4	85
32	032	3	3	70
33	033	3	4	75
34	034	3	3	70
35	035	3	3	70
	Mean score			80,25

$$Md = \frac{\sum x}{N} \qquad Md = \frac{2810}{35} \qquad Md = 80,25$$

2. Description the result of cycle

	Students Name	Students Participation			
		Not Active	Less Active	Active	Very Active
1	001				■
2	002				■
3	003				■
4	004				■
5	005			■	
6	006		■		
7	007		■		
8	008			■	
9	009			■	
10	010		■		
11	011			■	
12	012		■		
13	013			■	
14	014			■	
15	015	■			
16	016				
17	017				■
18	018				■
19	019	■			
20	020				
21	021			■	
22	022			■	
23	023			■	
24	024		■		
25	025		■		
26	026	■			
27	027	■			
28	028			■	
29	029			■	
30	030	■			
31	031				■
32	032				■
33	033				■
34	034		■		
35	035		■		

Cycle 2

Some successful points in the Cycle 2 namely: most of the students were familiar with the using Audio-Lingual Method in speaking skill. More of the student active in learning activities, 9 students active, 7 students very active, 7 students less active, and 0 student not active. The condition of the class was not noisy. The ideal mean score have achieved: 80.25 In the findings, some students active in giving responds to talk about the topic that given by researcher.

1. The data through the questioners cycle II

This data was used to find out the students' attitude in speaking skill through Audio-Lingual Method, there were some items:
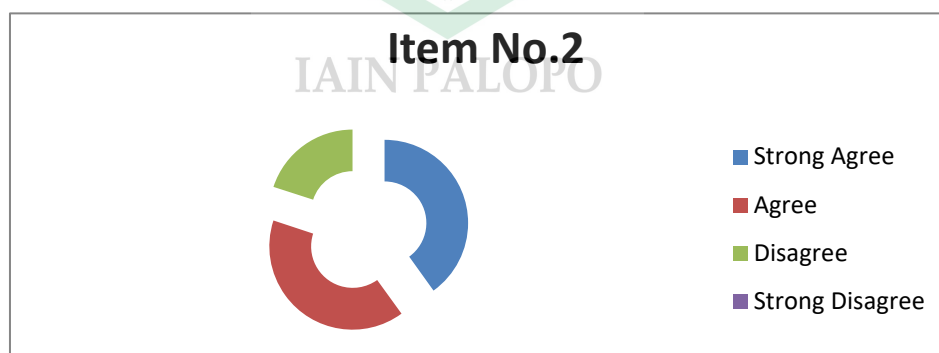
a. Item no.1

I am interested studying speaking English using Audio-Lingual Method

Based on research of data analysis can be known that from 35 respondents. There were 14 students strongly agree to follow in English learning activity, there were 15 students agree, there were 6 students disagree, and none of student strongly disagree. Based on the result the students' attitude is low interest to study English speaking in cycle II.

b. Item no. 2

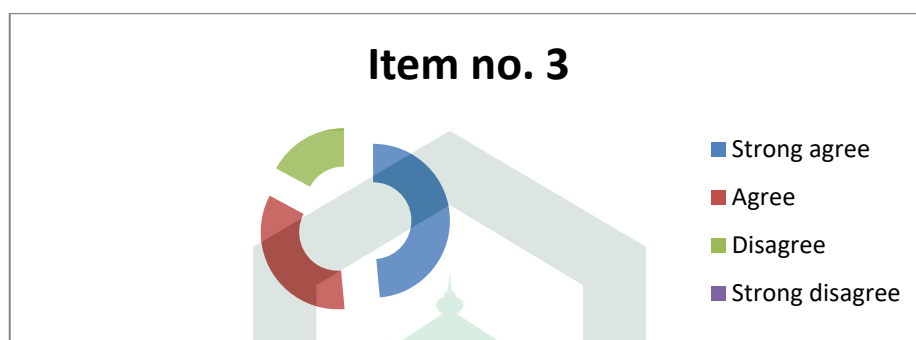Using Audio-Lingual Method can improve my speaking skill

Based on the result of the research can be proved that Audio-Lingual Method influence speaking skill of 35 respondents. There were 14 students strongly agree, if using Audio-Lingual Method can improve their speaking skill. There were 14 students agree, there were 7 students disagree, and none of student

strongly disagree. Based on to find out that there were students attitude is low interest.

c. Item no. 3

Studying speaking English using Audio-Lingual Method can increase self confidence

Based on the result of the research can be proved that Audio-Lingual Method influence speaking skill of 35 respondents. There were 17 students strongly agree, if using Audio-Lingual Method can increase self confidence. There were 12 students agree, there were 6 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude is average interest in the cycle II.
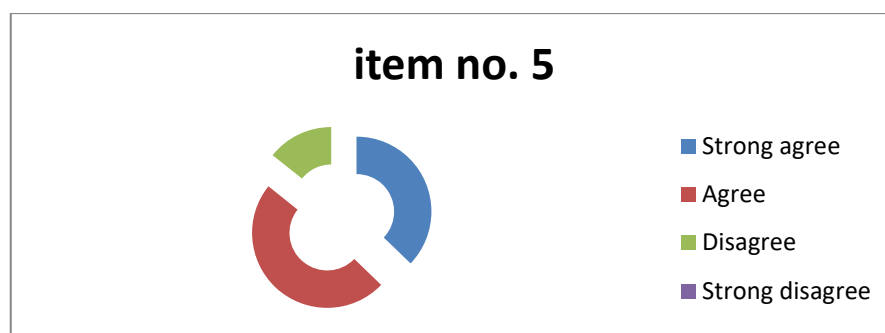
 d. Item no. 4

Using Audio-Lingual Method helped the students brave to practice speaking in front of class.

Based on the result of the research can be proved that Audio-Lingual Method influence speaking skill of 35 respondents. There were 14 students strongly agree, if using Audio-Lingual Method can increase self confidence. There were 17 students agree, there were 4 students disagree, and none of student strongly disagree . Based on to find out that there were students attitude is average interest.

e. Item no. 5

Studying speaking English using Audio-Lingual Method can increase my motivation

Based on the result of the research can be proved that Audio-Lingual Method influence speaking skill of 35 respondents. There were 13 students

strongly agree, if using Audio-Lingual Method can increase self confidence. There were 17 students agree, there were 5 students disagree, and none of student strongly disagree. Based on to find out that there were students attitude was average interest in the cycle II.

Based on the result score of the test in cycle 1 the observation for clear look at the table.

Table. 7
Accuracy

Classification	Score	Frequency	Total Sample
Excellent	6	1	35
Very Good	5	7	35
Good	4	17	35
Average	3	10	35
Poor	2		35
Very Poor	1		35

The table above shows that the students' score in the area of accuracy of cycle II were varieties but there were some improvements; in which there were still 1 student got 'excellent', 7 students got 'very good', 17 students got 'good', 10 students got ' average', none of students got 'poor' and none of students got 'very poor' clasification.

Table: 9
Comprehensibility

Classification	Score	Frequency	Total Sample
Excellent	6	4	35
Very good	5	11	35
Good	4	14	35
Average	3	6	35
Poor	2		35
Very Poor	1		35

The table above shows that the students' score in the area of comprehensibility of cycle II were varieties but there were some improvements; in which there were 4 students got 'excellent', 11 students got 'very good', 14 students got 'good', 6 students got ' average', none of students got 'poor' and none of students got 'very poor' clasification.

Based on the result of the observation and score of second cycle showed good point, the researcher needed to do reflection to know weakness action in cycle II they were: (1) the mean score the result of the students' test in cycle II the percentage 80,25. 3 students got 90 score, 11 students got score 85, 9 students got 80 score, 9 students got 75 score, and 3 students got 70 score. It means fulfilling pass standard, so the students' score of test in cycle II was increasing and based on result the observation was made by observer to activities researcher execution learning speaking skill through Audio-Lingual Method was good.

B. Discussion

Looking at the data finding, the researcher present the discussion of data given to the students. The students of SMPN 8 Palopo was lower in the cycle I than cycle II. In this case discussion about data analysis, which was intended to find out the improvement on the students' speaking skill through Audio-Lingual Method, it could be identified through the result of cycle I and cycle II.

In this research, the researcher explained to use Audio-Lingual Method to improve their speaking ability. According to Martin H Manser " Language is a system of sound, words used by humans to communicate, though, and feelings".[2]

Suparman, within the preface of his book, explains several spesific competences related to speaking, He states that: Speaking skill requires some spesific competences. The spesific competence comprises the mastery of vocabulary, grammar, courage to initate speaking, continously speaking practice based on certain guiding text book, fluency in uttering and speaking speed. These competences support one another to improve English speaking skill.[3]

The improvement the students speaking skill through Audio-Lingual Method in the case, the researcher discussed the result of the data analysis in accordance with the scope of this researcher. The discussion was intended to know the students' improvement in speaking English by Audio-Lingual Method.

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 59. It is low score by the standard score. In the fact, from the result of students activities in the first cycle many students were confused with the Audio-Lingual Method especially to application and practice before persentation in front of class, because this strategy unfamiliar for them.

Using the Audio- Lingual method to improve the students' speaking skill and the researcher ask to students to practice the conversation in front of class

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[2]Martin H. Manser, *Oxford Learning Dictionary Pocket Dictionary,*(oxford: Oxford University Press, 1991), P.233

[3]Suparman, *Practical Guide to Speak English* (Yogyakarta: UII Press, 2001). P. 1

with their partner that had been choose by researcher, the researcher give students time 5 minutes before making conversation in front prepare themselves.

The students' attitude in learning English speaking through Audio-Lingual method relating to the data analysis based on the test, the researcher presented the students' attitude in learning English speaking through Audio-Lingual method cycle I was low interest. In relation to the observation checklist to know the students' active participation in speaking English by using Audio-Lingual Method in the cycle I, the result of observation made by observer to activities researcher execution learning speaking skill through Audio-Lingual Method that the students speaking skill was still low, show the researcher did second cycle and must be increased some aspect in the next cycle. Especially the students' ability in speaking skill.

The problem in the first cycle attracted the researcher and partner to continue to the next cycle. In the second cycle, the researcher observed the students more intense and did new plan such as reranged the students' position, and to do it to correct their mistakes and gave more explanation about the material in speaking skill and gave guidance. In order the English teaching method that had been given by the reseacher before doing action in second cycle, like introduce again to students about Audio-Lingual Method.

In observation activities made by researcher and collaborator in the second cycle to observe the learning activity about condition class and activity student in learning speaking using Audio-Lingual Method. Observation the students activities in the second cycle many students to be active in the class to expressed

their opinion, the students' self confidence was increasing, and they are not shy to speak in front of class. Then the condition in class more condusive than the first cycle, and the students' speaking improved in the second cycle. Based on the analysis from the students' test in cycle II, the mean score in the second cycle was 80,25. This cycle the researcher gave chance to choose partner for conversation with other topic, and asked the students to make conversation in front class with their partner.

So, to solve that problem the researcher and collaborator planed to fix the lack in the cycle II by giving the students different strategy to get maximal score based on criteria of success that had been decided before. According to Douglas teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition of learning.[4] Students speaking skill in the second cycle had improved than cycle I. It indicates than after giving the reflection based on observation made researcher and collaborators. The students have better achievement and the researcher had known in the application of appropriate way in teaching speaking the students' attention was focused in learning, and the students were easy to understand the lesson.

Based on the analysis from the students' test in cycle I, the mean score in the first cycle is 59. It is low score by the standard score. In the fact, from the result of students' activities in the first cycle many students confuse with the classroom observation technique especially to aplication and practice before persentation in front of class, because this strategy unfamiliar for them.

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[4]H. Douglas Brown, *Principle of language learning and teaching* (2nd Edition New Jersey: Prentice Hall International Limited, 1987) ,p.7

Based on observation activities made by researcher and collaborators in the first cycle the researcher found some weakness in teaching English speaking by Audio-Lingual Method. They were (a) the condition class was noising when the researcher gave explanation (b) the seemed not to be discipline there was student just plays games, disturb their friend because the students were not familiar with the using Audio-Lingual Method in teaching speaking skill (c) the students still less active because they less of vocabulary (d) learning process not interest because students just silence although they confused or they did not understand with the material and they were affraid in saying and they do not know what the meaning the words they had said (e) the students were not focused when the researcher explained material and there some students cheat note when persentation in front of class. The observation about activities researcher made by observer when explained the material and Audio-Lingual Method.

By the end of the second meeting in cycle I, researcher shared questionnaire to the students. Most of the respondents showed positive perception toward the every item which gave or display positive statement.

For first item in questionnaire, " I am interested studying English speaking using Audio-Lingual Method" indicated that most of the respondents said agree that the using Audio-Lingual Method in speaking class made students interested studying English speaking. There were 8 students strongly agree, 19 students agree, 8 students disagree and none of student strongly disagree. It means that by classroom observation technique in speaking class, it could make students feel interested studying English speaking.

The second item, "Using Audio-Lingual Method can improve my speaking skill". Where 10 students strongly agree, 17 students agree, 8 students disagree and none of student strongly disagree. It can be concluded that by using Audio-Lingual Method in speaking class could improve speakings' students.

The third item, "Studying in English speaking using Audio-Lingual Method can increase self confidence". Indicated that most of the students said agree that the use of Audio-Lingual Method can increase self confidence of students. Where, 11 students strongly agree, 17 students agree, 7 students disagree, and none of student strongly disagree. It shows that the respondents find that the use classroom observation technique can increase self confidence of students.

The fourth item, "Using Audio-Lingual Method helped the students brave to practice speaking in front of class" showed that there were 10 students strongly agree, 25 students agree, 10 students disagree, and none of students strongly disagree. It means that the use of Audio-Lingual Method in speaking class makes and helped the students brave to practice speaking in front of class.

And the last item, "improving speaking through Audio-Lingual Method can increase my motivation", indicated that there was 13 students strongly agree, 17 students agree, 5 students disagree and none of student strongly disagree. It shows that the respondents find that the use Audio-Lingual Method can increase students' motivation.

The problem in the first cycle attracted the researcher and partner to continue the next cycle. In the second cycle, the researcher observed the students

more intense and did new plan such as rerranged the students' position, and to do it to correct their mistakes and gave more explanation about the material in speaking skill and gave guidance. In order the English teaching method that had given by the researcher before doing action in second cycle, like introduce again to students about Audio-Lingual Method. Audio-Lingual Method provides teacher with necessary feedback. Effective teachers used this information to change practice and grow as educators observers can vary the technique and strategies, they use to evaluate teachers.

And the researcher explained how to use Audio-Lingual Method in teaching class to improve their speaking, Audio-Lingual Method the instructors' teaching practiced and student actions, and then meets with the instructor to discuss the observations. Audio-Lingual Method allows an instructor to: Receive feedback from an objective, experienced observer. Audio-Lingual Method provides teachers with necessary feedback.

Effective teachers used this information to change practicing and grows as aeducators. Observers could vary the techniques and strategies they used to evaluate tearchers to provide more extensive findings. In turn, the teachers being observed can implement productive and needed change. There were some of techniques applied to explain Audio-Lingual Method in teching class. The first was use questioning technique, The observer made document that related with the students answering questions. This style of observation identifies a balanced approach to questioning if there is imbalance. Teachers needed to know of their questioning techniques.

In the second cycle was made students to be active in the class, like make conversation and they were not just silent if they were confused with the material and giving more explanation and intensive guidance to the students to understand and practice the speaking through gave more vocabulary like difficult words and guide the student who could not speak English until they could fluent to speak English and given motivation in order to be active in speaking and learning process. Such as giving their wise word to built their self confidence to study more and more.

In observation activities made by researchers and collaborators in the second cycle, the researcher and observer to observe the learning activity about condition class and activity student in learning speaking using Audio-Lingual Method. Observation the students activities in the second cycle many students to be active in the class to express their opinion, the students' self confidence was increasing, and they were not shy to speak in front of class. Then condition in class more condusive than first cycle, and then the students' speaking improved in the second cycle. To solve that problem the researcher and the teacher planed to fix the lack in the cycle II by giving students different strategy to get maximal score based on the criteria of success that had been decided before. Students' speaking skill in the second cycle improved than cycle I, it indicates that after giving the reflection based on observation made researcher and collaborators. The students have better achievement and the researcher has known in the application of appropriate way teaching speaking the student' attention was focused in learning, and the students were easy to understand the lesson.

The students' attitude in learning English speaking through Audio-Lingual Method relating to the data analysis based on the test, the researcher present the students' attitude in learning English speaking through Audio-Lingual Method in cycle II and the students' had good response and increasing, based on result the observation made by observer to activities researcher execution learning speaking skill through Audio-Lingual Method was good.

It was closely related to the teacher use Audio-Lingual Method in teaching English. Because it proved that there were improvements of class situation, namely: improvement of students' motivation, and interest. Based on the result of the research, it can be concluded that the use Audio-Lingual Method improved students' speaking skill and class condition.

The result was also similar because Audio-Lingual Method that implemented in class ninth year students at SMPN 8 Palopo worked and it gave improvement not only in students' speaking skill but also class situation, where the quality of learning and teaching process increased from the students' questionnaires, the checklist of the teacher activities in implementing the use Audio-Lingual Method.

Based on the result of data analysis, the researcher concluded that the ninth year students of SMPN 8 Palopo in learning English speaking have good response in learning speaking after the application of Audio-Lingual Method. Therefore, the researcher can apply Audio-Lingual Method in teaching English especially in speaking English in teaching and learning process.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. *Conclusion*

Having finished the researcher concluded that the appropriate ways in teaching speaking by using Audio-Lingual Method namely: a) the teacher should choose the material based on the speaking material, b) the leader who giving command must speak loudly ,c) arranging students' sit position.

1. Most of the students of the ninth year of SMPN 8 Palopo in English subject had positive improvement in learning teaching process through Audio-Lingual Method, such us in motivation, braveness to speak, confidence and their ability in speaking English. It could be seen from their answer on questionnaire filling, the checlist of the teacher activities in implementing the use of Audio-Lingual Method, and their scoring test.

2. From the cycle I, the researcher find that 75.23 persentage students have positive response and active involvement in learning and teaching process it can be seen from students' attitude and the quality of learning and teaching process increase from first cycle to second cycle, this quality can also be seen from the students' behavior emerges during learning and teaching process, the checklist of the teacher activities, observation sheet and students' questionnaires.

B. Suggestions

Related to the conclusion above the researcher give some suggestions for the sake of the improvement of the students' skill by using interesting topics towards speaking English by using Audio-Lingual Method.

1. For Teacher

The teacher should give the students motivation in improving their speaking skill, use good method to stimulate the students' interest in speaking, should give the students much opportunity to practice speaking, and then the teacher should involve the students actively in the classroom activity. The teacher should present material which can stimulate the students to speak more actively and have big motivation to study English.

2. For students

The students should have strategies in speaking, such as use Audio-Lingual Method to improve their speaking skill, and than the students should be diligent to practice their speaking in English.

LESSON PLAN

Course   : English
Class   : III C
Topic   : Preference
Cycle   : 1
Time Allotment : 90 minutes

LEARNING OBJECTIVES:

By the end of the lesson

1. The students will be able to practice speaking skill
2. The students be able to understand about the conversation
3. The students will be able to understand about Audio-Lingual Method and can practice speaking spontantly

MATERIAL AND MEDIA
1. Audio-Lingual Method
2. Conversation through recorder

TEACHING LEARNING ACTIVITIES

a. Pre-viewing activities

No.	Teachers' activities	Students' activities
1.	The teacher greets and ask students about their condition and their readiness to follow the teaching and learning process	The students reply greeting and response teacher's question about their condition and their readiness to follow the learning and teaching process.
2.	The teacher show the conversation text through recorder	The students focus in listening the conversation

b. Whilst-viewing activities (60 minutes)

No.	Teacher's activities	Students' activities
1.	The teacher ask the students to listen the conversation	The students listen the conversation that the teacher had given
2.	The conversation is repeated by the teacher until the students understand	The students follow the teacher instruction.
3.	The teacher ask the students to practice base on the conversation that they heard	A comes forward and do teacher's instruction.

LESSON PLAN

Course : English
Class : III
Topic : Preference
Cycle : 2
Time Allotment : 90 minutes

LEARNING OBJECTIVES:

By the end of the lesson

1. The students will be able to introduce their self and their family.
2. The students will understand about speaking and listening skill

MATERIAL AND MEDIA

3. Audio-Lingual Method
4. The conversation through recorder

TEACHING LEARNING ACTIVITIES

c. Pre-viewing activities

No.	Teachers' activities	Students' activities
	The teacher greets and ask students about their condition and their readiness to follow the teaching and learning process	The students reply greeting and response teacher's question about their condition and their readiness to follow the learning and teaching process.
	The teacher shows the conversation about introduction their family	The students follow the teacher's instruction

d. Whilst-viewing activities (60 minutes)

No.	Teacher's activities	Students' activities
1.	The teacher ask the students to listen the conversation through recorder	The students pay attention the conversation
2.	The conversation is repeated by the	The students follow the teacher

	teacher until the students understand	instruction.
3.	The teacher ask the students what the meaning of conversation	The students answer the teacher' question
4.	The teacher asked students to make the onversation in front of class with their partner	The students follow the teacher instruction

- Continued to the next meeting if it is not finished yet

Evaluation

The learning objectives are evaluated during the students' performance using assessment from prepared for the purpose and the teacher's observation on the students' activities.

IAIN PALOPO

Questionnaire

Daftar ini bertujuan untuk Mengumpulkan dan tentang sikap terhadap pengaplikasian Audio-Lingual Method terhadap peningkatan berbahasa inggris siswa SMPN 8 Palopo, Untuk itu anda diharapkan memberikan jawaban dengan sejujurnya, kejujuran dan kebenaran penilaian anda merupakan sumbangan terbesar dalam penilaian ini dan atas kerjasamanya diucapkan terima kasih.

Petunjuk :
1. Bacalah petunjuk kerja sebelum mengerjakan angket dibawah ini.
2. Pada setiap pertanyaan disediakan empat (4) criteria yaitu Sangat Setuju(SS), setuju(S), Tidak Setuju(TS), dan Sangat tidak Setuju(STS).
3. Berilah tanda checklist ( ) pada setiap pilihan.

IDENTITAS RESPONDEN

Nama   :
Nis   :
Kelas/Semester   :

No	PERNYATAAN	SS	S	TS	STS
1.	Saya tertarik belajar bahasa Inggris menggunakan Audio-Lingual Method.				
2.	Menggunakan Audio-Lingual Method bisa meningkatkan kemampuan berbicara saya.				
3.	Belajar berbicara bahasa inggris dengan menggunakan Audio-Lingual Method bisa meningkatkan kepercayaan diri.				
4.	Menggunakan Audio-Lingual Method membantu siswa berani untuk praktek berbicara di depan kelas.				
5.	Belajar berbicara menggunakan Audio-Lingual Method bisa meningkatkan motivasi saya.				

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