

**THE EFFECTIVENESS OF AUDIO LINGUAL METHOD IN TEACHING
PRONOUNS AT THE SEVENTH YEAR STUDENTS
OF SMPN 6 PALOPO**



A THESIS

*Submitted to the English Study Program of SITarbiyah Department of State
College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of
Requirement for S.Pd. Degree in English Teaching*

IAIN PALOPO

By,

**KUSUMA WARDANI
Reg. Num : 09.16.3.0076**

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

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(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled “**The Effectiveness of Audio Lingual Method in Teaching Pronouns at the Seventh Year Students of SMPN 6 Palopo**”, which is written by **Kusuma Wardani**, Reg. Number. 09.16.3.0076, English S1 study program of Tarbiyah Department of State Collage for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Friday, **January 3rd 2014 M.**, coincide with **Rabi’ul Awwal 2nd 1437 H.**, it is authorized and acceptable as partil fulfillment of requirement for S.Pd. Degree in English language teaching.

January 3rd 2014 M

Palopo, _____

Rabi’ul Awwal 2nd 1437 H

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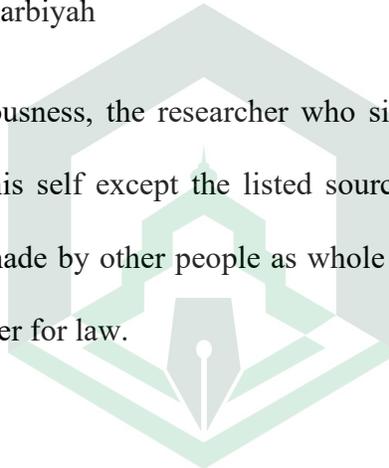
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The researcher

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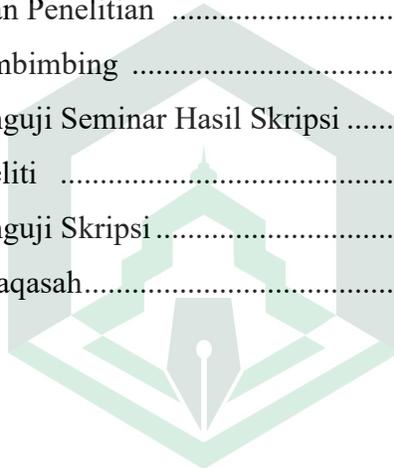
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IAIN PALOPO

ABSTRACT

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Judul : The Effectiveness of Audio Lingual Method in Teaching Pronouns at the Seventh Year Students of SMPN 6 Palopo

This thesis studies about learning pronouns using Audio Lingual Method at the seventh year students of SMPN 6 Palopo. The researcher use the Audio Lingual Method as a method in teaching pronouns because Audio Lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language. This method based on the principles of behavior psychology. The students have to practice and practice to use the language. It is good for begining level English classes in foreign language setting. The writer believed that students can improve their English language through Audio Lingual Method. The purpose of the research is to find out the upgrading students' ability in mastery English pronoun at the seventh year student of SMPN 6 Palopo.

The researcher used experimental method and the design was one group did pre-test and post-test. The population was the seventh year student of SMPN 6 Palopo. It consists of 30 students. It was taken by census sampling technique. The instrument of the research was test. This research consisted of two variables; dependent variable is the students' grammar skills specify pronoun at the seventh year student of SMPN 6 Palopo, and independent variable is the Audio Lingual Method especially substitution drill and chain drill.

The result of t-test value was 21,463 and t-table value was 2,756 or value of t-test > value of t-table or 21,463 > 2,756. The researcher concludes that Audio Lingual Method was effective in learning pronouns at the seventh year students of SMPN 6 Palopo.

CHAPTER I

INTRODUCTION

A. *Background*

Grammar is the rules for forming words and making sentence in the English language. One part of English grammar that is also important is pronouns, because pronoun is the word that is used to change noun in a sentence. Its function in order there is no repeated word that monotone.¹ A pronoun refer to a noun. It is used in a place of a noun.² Its seems easy but the fact, some students at SMPN 6 Palopo think that pronouns in English like “ my, your, our, their, etc” are difficult to understand. They are confused when to use it. English pronouns are pretty hard to master by the students because there are several kinds, and some of them are exactly alike while others completely different. The biggest problem that the students in SMPN 6 Palopo have with pronoun usage in English is when choosing between subject and object pronouns.

The students need appropriate method in order to stimulate their interest to learn pronouns. Some students seem to be bored if they are merely with verbal explanation about the form moreover if the material is not interesting. The method

¹ Rudi Haryono, *Complete English Grammar: Tata Bahasa Inggris Lengkap*, (Surabaya: Gitamedia Press, 2002),p.112

² Betty Schramfer, Azhar, *Fundamental of English Grammar*,(New Jersey: Prentice Hall,1992),p.76

can make the learning process will be effective and students will not be bore. Appropriate method used by the teacher is very important factors to improve students skill when study pronouns. The teacher's abilities when applying the method gives contribution to help the students to mastering pronouns. Many methods can stimulate the student's interest and also can improve the student's ability in learning English. One of the methods that can stimulate the student ability is Audio Lingual Method.

The writer used the Audio Lingual Method as a method in teaching pronouns because Audio Lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language. This method based on the principles of behavior psychology.³ The students have to practice and practice to use the language. It is good for begining level English classes in foreign language setting.

The writer thought that students can improve their English language through Audio Lingual Method. Therefore, the writer was interested in conducting the research under the title: "The Effectiveness of Audio Lingual Method in Teaching Pronoun at the Seventh Year of SMPN 6 Palopo".

³ Mora, Second - Language Teaching Methods,(online): (<http://moramodules.com/ALMethods.htm#The%20Audio-Lingual%20Approach.>), accessed on March 9th 2012.

B. Problem Statement

Based on the general background of the study above, statement of the problem can be stated as: To what extent does the use of Audio Lingual Method effective in learning pronouns at the seventh year of SMPN 6 Palopo?

C. Objective of the Research

The objective of the study is to find out the effectiveness of Audio Lingual Method in learning pronouns at the seventh year of SMPN 6 Palopo.

D. Significances of the Research

The result of this study is expected to be any use theoretically and practically:

1. Theoretically

The research findings will enrich the previous theories about English Language skill and expected give some advantages for all of English teacher in especially to the English teacher of SMPN 6 Palopo in order to improve the student's pronouns through the use of Audio Lingual Method specifies single-slot substitution and chain drill in teaching and learning process.

2. Practically

The research findings expected can make the learning process will be more effective and students will not be bore. Students are also motivated to explore their own creativity and insight.

E. Scope of the Research

The scope of the research is restricted to the effectiveness of Audio Lingual Method especially single-slot substitution and chain drill in learning pronoun specially personal pronoun (subject and objective) for the first year students of SMPN 6 Palopo.

F. Definition of Terms

To get general understanding about the aim of this research, the researcher gives definition as follows:

1. Effectiveness is the capability to show an improving result.
2. Audio Lingual advised the students to practice particular patterns of language through structured dialogue and drill until response is automatic
3. Pronoun is a small of words replace a noun.
4. Single Slot Substitution is a way to teach by using a line from dialog and then uses a word or phrase as a “cue“. When repeating the line the students must substitute into the sentence in correct place.
5. Chain drill is a way to teach by make a chain conversation around the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

The writer finds some researches which make the writer eager to hold this research. These are:

1. Amira in her research under the topic “ The Effectiveness of Audio Lingual Method in Teaching English Tenses at The Eighth Year Students of SMPN 8 Palopo “ said that the Audio Lingual Method is Effective in Teaching English Tenses at The Eighth Year Students of SMPN 8 Palopo.⁴ She said there was student’ improvement after giving some treatments using audio lingual method to mastery English Tenses.

2. Sadarawiyah in her thesis under the title “ Teaching Vocabulary through Audio Lingual Method to the Seventh Year Student of MTs Satu Atap Datok Sulaiman Palopo” said that the vocabulary at the Second grade students of MTS Satu Atap Datok Sulaiman improve after being given some treatments to mastery vocabulary through Audio Lingual Method use where they can know many new

⁴ Amira,” *The Effectiveness of Audio Lingual Method in Teaching English Tenses at The Eighth Year Students of SMPN 8 Palopo*”,(Palopo,2009) p.67

vocabulary and can memorize easily because Audio Lingual Method is interesting for them.⁵

From researchs above, the writer make a conclision that teacher can use the Audio Lingual Method as one of the effective method to improve student's speaking skill.

B. *Pertinent Ideas*

1. Definition of Effectiveness

Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.⁶ Effectiveness in learning language means students can use the foreign language naturally.

The effectiveness of using method is happen if there is correlation between methods and all of teaching component have been programmed. Utilization a method where is not connect with teaching purposes will be concentrating to get formulation purposes. There are many material of teaching only waste time, because of method utilization. Some of indicator a method is not effective in application:

⁵ Sadarawiyah, "Teaching Vocabulary through Audio Lingual Method to the Seventh Year Student of MTs SA Datok Sulaiman Palopo", (Palopo, 2011) p.61

⁶ Wikipedia, Free Encyclopedia (education) Effectiveness (online): (<http://en.wikipedia.org/wiki/Effectiveness>.) Accessed on 4th August 2012

- a. The student could not concentrate
- b. The students are boring and restless
- c. The students are not enjoy getting material
- d. There is not motivate to study
- e. The students did not master the material that has been given by the teacher.

2. Audio Lingual Method

- a. The General Concepts of Audio Lingual Method

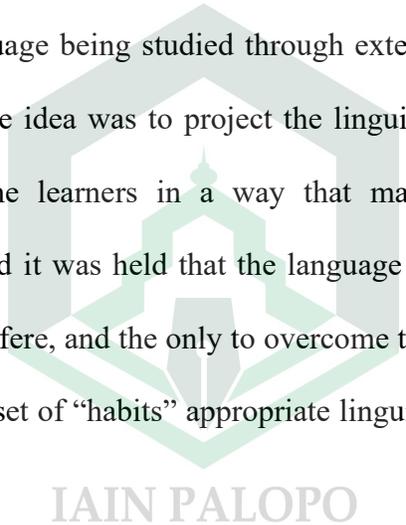
Using contrastive The Audio Lingual Method, also known as the aural oral, functional skills, new key or American method of language teaching was considered a “scientific” approach in language teaching. The last four decades of the 29th century witnessed a phenomenal increase in global communication. Many people, across the world, showed an intense and abiding interest in modern languages. Dissatisfaction with the traditional methods, their validity, and adequacy, especially with their treatment of spoken language led to the birth of the Audio Lingual Method which is based on the aural-oral approach. It put accent on the acquisition of oral language skills through oral practice based on repetition and analogy.⁷ He added that the Audio Lingual theory is derived from linguistics and psychology. It is a combination of structural linguistics theory, contrastive analysis, aural-oral

⁷ Bushra Noori ([www.yementimes.com / article.shtml?p=education](http://www.yementimes.com/article.shtml?p=education)) accessed on 4th august 2012.

procedures and behaviorist psychology. In this theory language is seen as having its own unique system. The system comprises several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns. Language learning is viewed as the acquisition of a practical set of communication skills. It entails language and learning the rules by which these elements are combined from phoneme to morpheme to word or phrase to sentence. Language is primarily spoken and only secondarily written.

Therefore, it is assumed that speech has priority in language teaching. This theory is an interpretation of language learning in terms of stimuli and response, operant conditioning and reinforcement with emphasis on successful error-free learning. Audio Lingual Method was widely used in the United States and other countries in the 1950's and 1960's. It is still used in some programs today. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the reading approach. This new method incorporated many of the features of the earlier Direct Method, but the disciplines added the concepts of teaching "linguistics patterns" in combination with "habit forming". He also explains that this method was one of the first to have its roots "firmly grounded in linguistics and psychological theory" which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching

methodology even to this day. Another factor that accounted for the method's popularity was the "quick success" it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and "over-learning" of language patterns and forms, students and teachers were often able to see immediate results. Just as the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to "over learn" the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistics patterns of the language into the minds of the learners in a way that made responses automatic and "habitual". To this end it was held that the language "habits" of the first language would constantly interfere, and the only to overcome those problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied.⁸



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

⁸ (http://www.englishraven.com/method_audioling_html) accessed on 4th August 2012

b. Definition of Audio Lingual Method

The Audio Lingual Method of teaching English as a second language had its origins during World War II when it became known as the Army method. It was developed as a reaction to the grammar-translation method of teaching foreign languages. Grammar-translation had been used to teach for thousands of years, but the method was perceived as taking too long for learners to be able to speak in the target language. The Audio Lingual Method set out to achieve quick communicative competence through innovative methods. From about 1947-1967 the Audio-Lingual approach was the dominant foreign language teaching method in the United States.

The Audio Lingual Method is based on the theory that language learning is a question of habit formation. It has its origins in Skinner's principles of behavior theory. Since learning is thought to be a question of habit formation, errors are considered to be bad and to be avoided. Further, teachers "reward" students by saying "Good!" and praising the class when they perform well.

The Audio Lingual Method addresses a need for people to learn foreign languages rapidly. It is best for beginning level English classes in a foreign language setting. All instructions in the class are given in English. A dialog is presented for memorization. The teacher asks the class to repeat each line of the dialog. Expansion drills are used for difficult sentences. The teacher starts with the end of the sentence and the class repeats just two words. A series of pattern practice drills then follow the introduction of the dialogue.

One of the key principles of the Audio Lingual Method is that the language teacher should provide students with a native-speaker-like model. By listening, students are expected to be able to mimic the model. Based upon contrastive analyses, students are drilled in pronunciation of words that are most dissimilar between the target language and the first language. Grammar is not taught directly by rule memorization, but by examples. The method presumes that second language learning is very much like first language learning.

Audio Lingual Method is one of the methods in English teaching learning process. It is based on behavior theory, which professes that certain traits of living 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.⁹ The Audio Lingual Method addresses a need for people to learn foreign languages rapidly.

Audio Lingual Method is an interdisciplinary field of study that identifies, investigates, and offer solutions to language related real life problems. This method is the product of three historical circumstances.¹⁰ For its views on language, audiolingualism drew on the work of American linguists such as Leonard Bloomfield. The prime concern of American Linguistics at the early decades of the 20th century had been to document all the indigenous languages spoken in the USA.

⁹Wikipedia, Free Encyclopedia (education) Effectiveness (online), http://en.wikipedia.org/wiki/The_Audio_lingual_Method.) Accessed on 4th August 2012

¹⁰ *Opcit.*,

However, because of the dearth of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed. At the same time, behaviorist psychologists such as B.F. Skinner were forming the belief that all behavior (including language) was learnt through repetition and positive or negative reinforcement. The third factor that enabled the birth of the Audio-lingual method was the outbreak of World War II, which created the need to post large number of American servicemen all over the world. It was therefore necessary to provide these soldiers with at least basic verbal communication skills. Unsurprisingly, the new method relied on the prevailing scientific methods of the time, observation and repetition, which were also admirably suited to teaching *en masse*. Because of the influence of the military, early versions of the audiolingualism came to be known as the “army method.” The Audio Lingual Method was developed as a reaction against the Grammar Translation Method in foreign language teaching.

The Audio Lingual Method is a method for teaching foreign languages. Linguists at the University of Michigan invented this method in the late 1950's. In the Audio Lingual Method, students first hear a language. Later, they speak the language, and after that, they read and write in it. This way of language teaching is similar to the Direct Method. Like the Direct Method, the Audio lingual Method does not use the students' native language. However, unlike the Direct Method, the Audio lingual Method does not teach vocabulary. Rather, the teacher drills grammar. In the Audio Lingual Method, grammar is most important for the student.

In other words, the student must repeat grammar patterns after the teacher. The students do not learn lots of vocabulary. This method also uses psychology. The students get a reward for speaking correctly. They get punishment if they speak incorrectly; because it is based on habit formation, which is established by stimulus, response and reinforcement. It gives priority to speaking the target language, and using the native language is not allowed.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the Audio Lingual Method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

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 would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio lingual, 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 lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a 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. Charles Fries, the director of the English Language Institute at the University of Michigan, believed that learning structure or grammar was the starting point for the student.¹¹ In other words, it was the students' job to orally recite the basic sentence patterns and grammatical structures.

1. Theory of language

The Structural view of language is the view behind the Audio Lingual Method. Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them.

2. Theory of learning

Behaviorism, including the following principles:

- a) Language learning is habit-formation,
- b) Mistakes are bad and should be avoided, as they make bad habits,
- c) Language skills are learned more effectively if they are presented orally first, then in written form,
- d) Analogy is a better foundation for language learning than analysis the meanings of words can be learned only in a linguistic and cultural context.

¹¹ Richards, J.C. and Rodgers, T.S. *Approaches and Methods in language teaching*, (United States of America : Cambridge University press, 1986), p .45-46.

c. The History of Audio Lingual Method

The Audio Lingual Method is the product of three historical circumstances. For its views on language, audiolingualism drew on the work of American linguists such as Leonard Bloomfield. The prime concern of American Linguistics at the early decades of the 20th century had been to document all the indigenous languages spoken in the USA. However, because of the dearth of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed. 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 develop foreign language program for military personnel. Thus the Army Specialized Training Programs (ASTP) was established in 1942. The objectives of the army program was 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 speakers 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. The intensive system adopted by the army achieved excellent results.

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 established in the University of Michigan. The director of the institute 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 increased attention to foreign language teaching in the U.S. towards the end of the 1950s. The need for a radical change and rethinking of foreign language teaching methodology made language teaching specialists set about developing a method that was applicable to conditions in U.S. college and university classrooms. They drew on the earlier experience of the army programs and the Aural-Oral or structural Approach developed 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.

d. The Principles of Audio Lingual Method

The Audio Lingual Method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio Lingual Method drills students in the use of grammatical sentence patterns. In its development, principles from behavioral psychology were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement.

This Method of the sixties has several distinctive characteristics:

1. Separation of the skills- listening, speaking, reading and writing and the primacy of the audio lingual over the graphic skills;
2. The use of dialogues as the chief means of presenting the language;
3. Emphasis on certain practice techniques, mimicry, memorization, and pattern drills;
4. The use of the language laboratory;
5. Establishing a linguistic and psychological theory as a basis for the teaching method.¹²

¹² Stern, H. H, *Fundamental Concepts of language teaching* (Oxford University Press, 1987), p.462

e. Characteristics of Audio Lingual Method

The characteristics of the Audio Lingual Method may be summed up in the following list:

1. New material is presented in dialogue form
2. There is dependence on mimic, memorization of set phrases, and over learning.
3. Structure are sequenced by means of contrastive analysis and taught one at a time
4. Structure patterns are taught using repetitive drills
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation
6. Vocabulary is strictly limited and learned in context
7. There is much use of tapes, language labs, and visual aids
8. Great importance is attached pronunciation
9. Successful responses are immediately reinforced
10. Very little use of mother tongue by teachers is permitted
11. There is a great effort to get students to procedure error- free utterances
12. There is tendency to manipulate language and disregard content.¹³

¹³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (United State of America, 1994), p.22

f. Design Audio Lingual Method

1. Objectives

Here are some of the objectives of the Audio Lingual Method:

- a) Accurate pronunciation and grammar.
- b) Ability to respond quickly and accurately in speech situation
- c) Knowledge of sufficient vocabulary to use with grammar pattern

2. The syllabus

The Audio Lingual Method use a structural syllabus

3. Types of learning and teaching activities

- a) Dialogues
- b) Drill

g. Techniques of the Audio-lingual Method

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

The Audio Lingual Method has introduced memorization of dialogues and imitative repetition (mimicry) as specific learning techniques. In addition, it has developed pattern drills (also called structural drills or pattern practice).

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

New material is presented in the form of dialogue.¹⁴ The students are expected to mimic the dialogue and eventually memorize it. Often, the class practices the dialogue as a group, and then in smaller groups. The dialogue is followed by pattern drill on the structure introduced in the dialogue. The aim of the drill is to "strengthen habits" to make the pattern "automatic".¹⁵

The techniques derived from the principles of the Audio Lingual Method are as follows:

1. Students listen to a native-like model such as the teacher or a tape recorder.
2. Students repeat the new material chorally and individually.
3. Teachers correct students' errors immediately and directly.
4. Dialogues are memorized by reversing roles between (teacher-student) (student-student).

¹⁴ *Opcit.*,

¹⁵ <http://yementimes.com/article.shtml/i=633&p=education>) Accessed on 4th August 2012

5. Students are encouraged to change certain key words or phrases in the dialogue.
6. Students write short guided compositions on given topics
7. Students are encouraged to induce grammatical rules
8. Students are involved in language games and role play
9. Filling in the blanks exercise is used
10. Minimal pairs are used teachers ask questions about the new items or ask general questions
11. Substitution drills, chain drills, transformation drills and expansion drills are used
12. Language laboratory is used for intensive practice of language structures as well as supra segmental features
13. Dialogue is copied in student's note book
14. Students are asked to read aloud.¹⁶

h. The Pattern Drill of Audio Lingual Method

Drills as a part of the Audio Lingual Method also have some hints for using the Audio Lingual drills itself in second language teaching. The hints can be explained as follows:

¹⁶ *Ibid.*,

1. The teacher must be careful to insure that all of the utterances which students would make are actually within the practiced pattern. For example, the use of the auxiliary verb *have* should not suddenly switch to *have* as a main verb.

2. Drills should stress, intonation, and juncture patterns conscientiously

3. Drill material should always be meaningful. If the content words are not known, teach their meanings.

4. Introduce the drill in this way:

- a) Focus (by writing on the board, for example)
- b) Exemplify (by speaking model sentences)
- c) Explain (if a simple grammatical explanation is needed)
- d) Drill

5. Do not stand in one place; move about the room standing next to as many different student as possible to spot check their productions. Thus you will know who to give more practice to during individual drilling.

6. Use the backward building techniques for long or difficult pattern.

7. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision making must the students do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last.¹⁷

¹⁷*Opcit.*,

Here are some pattern drills closely associated with the Audio lingual Method. The listing here are as follows:

a. Dialogue memorization

Students memorize an opening dialogue using mimicry and applied role playing.

b. Backward Build-up (Expansion Drill)

This drill helps students to produce longer sentence bit by bit, gradually achieving fluency. The main structure is repeated first, and then students have to put cue phrase in its proper place. e.g.:

Teacher	:	They go to the cinema.
Students	:	They go to the cinema.
Teacher	:	On Sundays
Students	:	They go to the cinema on Sundays.
Teacher	:	Always.
Students	:	They always go to the cinema on Sundays.
Teacher	:	Nearly.
Students	:	They nearly always go to the cinema on Sundays.

c. Repetition drill

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

Teacher		Students
This is a book	→	this is a book.

Students do this without looking at their book. They have to produce the appropriate sounds first.

d. Chain drill

A chain drill gets its name from the chain of conversation that forms around the classroom as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. e.g.:

That student responds, and then turns to the student sitting next to him. e.g.:

Teacher : Hello, what's your name?
 Student 1 : My name is John Smith.
 (He turns to the student next to her.)
 Hello, what's your name?
 Student 2 : My name is Mary Clinton.
 (She turns to the student next to her.)
 Hello, what's your name?
 Student 3 : My name is Peter.

e. Single-slot Substitution drill

Teacher states a line from the dialogue, and then uses a word or phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place. e.g.:

Teacher : They drink wine. → beer → They drink beer.
 → coffee → They drink coffee.
 → tea → They drink tea.

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

f. Multiple-slot Substitution drill

Same as the single slot drill, except that there are multiple cues to be substituted into the line.

g. Transformation drill

Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc.

h. Question and Answer drill

The drill gives students practice with answering questions. The students should answer the teacher's question very quickly. It is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern. e.g.:

- | | |
|---------------------------------------|---------------------------------|
| 1. Teacher: Are there any questions? | Students: No, there aren't any. |
| Teacher: Is there any milk? | Students: No, there isn't any. |
| Teacher: Are there any sandwiches? | Students: No, there aren't any. |
| Teacher: Is there any wine? | Students: No, there isn't any. |
| 2. Teacher: he read <i>The Times</i> | Students: What did he read? |
| Teacher: He said "Good morning." | Students: What did he say? |
| Teacher: He saw "The Sound of Music." | Students: What did he see? |

i. Use Minimal Pairs

The teacher works with pair of words which differ in only one sound; students are first asked to find the difference between the two word and later to say the two words. e.g.:

Ship — sheep
 Live — leave
 Leap — lip
 Bit — beat

j. Complete the dialogue

Students hear an utterance that is complete except for one word, and then repeat the utterance in completed form. e.g.:

Teacher	: I'll go my way and you go _____
Students	: I'll go my way and you go <u>yours</u> .
Teacher	: We all have _____ own troubles.
Students	: We all have <u>our</u> own troubles.

k. Grammar games

The games are designed to get students to practice a grammar point within a context.¹⁸ Various games designed to practice a grammar point in context, using lots of repetition.

l. Clause combination drill

Students learn to combine two simple sentences into a complex one. e.g.:

Teacher	: It may rain. He'll stay at home.
Students	: If it may rain, he'll stay at home.
Teacher	: It may be sunny. We'll go to the beach.
Students	: If it may be sunny, we'll go to the beach.
Teacher	: It may snow. They'll go skating.
Students	: If it may snow, they'll go skating.

m. Background build-up drill

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

¹⁸ Diane Lanser-Freeman, *Techniques and Principles in Language Teaching*, (Oxford:Oxford University Press,1985),p.45.

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

Teacher	: the flowers
Students	: the flowers
Teacher	: watering the flowers
Students	: watering the flowers
Teacher	: is watering the flowers
Students	: is watering the flowers
Teacher	: Ian is watering the flowers.
Students	: Ian is watering the flowers.

i. The Advantages of Audio Lingual Method

1. The first method to have a theory

The Audio Lingual theory is probably the first language teaching theory that openly claims to be derived from linguistics and psychology.

2. Making language teaching possible to large group of learners

3. Emphasizing sentence production, control over grammatical structures and development of oral ability.

4. Developing simple techniques and making use of language lab.

5. Developing the separation of the language skills.

j. The Disadvantages of Audio Lingual Method

1. Weak basic of its theory

The method is based on false assumptions about language. The study of language doesn't amount to studying the "parole", the observable data. Mastering a language relies on acquiring the rules underlying language performance. That is, the linguistic, sociolinguistic, and discourse competences.

The behaviorist approach to learning is now discredited. Many scholars have proven its weakness. Noam Chomsky ("Chomsky, Noam (1959). "A Review of B. F. Skinner's Verbal Behavior") has written a strong criticism of the principles of the theory.¹⁹

2. Teacher's domination in the class

3. Teacher oriented material

3. Pronoun

a. Definition of Pronoun

Pronouns make up a small of words of very high frequency. The traditional definition of pronoun as " a word that take the place of a noun" is applicable to

¹⁹<http://www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/TheAudioLingualMethod.htm>. accessed on 4th august 2012

some types of pronouns but not to others.²⁰ The meaning they have depends on the noun they replace, called the antecedent.

b. Kinds of Pronouns

Grammarians classify pronouns into several types, including personal pronoun, interrogative pronoun, relative pronoun, demonstrative pronoun, reflexive pronoun, reciprocal pronoun, indefinite pronoun and the Intensive Pronoun.

1. Personal Pronouns

Personal pronoun refer to :

- a) The speaker, called the first person
 - Singular – I (spelled with a capital letter)
 - Plural – we (includes the speakers and one or more others)
- b) The person spoken to, called the second person – you (singular and plural).
- c) The person or thing being spoken of, called the third person.
 - Singular – he (for males)
 - she (for females)
 - it (for things)
 - Plural – they (for all live being and for all things)²¹

²⁰ Frank Marcella, *Modern English* (Prentice-Hall, Inc, Englewood Cliffs, New Jersey, 1972), p.20

²¹ Ibid. Frank Marcella, p.

1) Subjective Personal Pronouns

A subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. The subjective personal pronouns are: I, you, she, he, it, we, you, and they. For examples :

I was glad to find the bus pass in the bottom of the green knapsack.
 You are surely the strangest child I have ever met.
 He stole the selkie's skin and forced her to live with him.
 When she was a young woman, she earned her living as a coal miner.
 After many years, they returned to their homeland.
 We will meet at the library at 3:30 p.m.
 It is on the counter.
 Are you the delegates from Indonesia?

2) Objective personal pronouns

An objective personal pronoun indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase. The objective personal pronouns are: me, you, her, him, it, us and them. For examples:

After reading the pamphlet, Judy threw it into the garbage can.
 Give the list to me.
 I'm not sure that my contact will talk to you.
 Deborah and Roberta will meet us at the newest café in the market.
 Christopher was surprised to see her at the drag races.
 Cousin Eldred gave me a trombone.
 Take a picture of him, not us!

3) Possessive Personal Pronouns

A possessive personal pronoun indicates that the pronoun is acting as a marker of possession and defines who owns a particular object or person. The possessive personal pronouns are mine, yours, hers, his, its, ours and theirs.

Possessive personal pronouns are very similar to possessive adjectives like my, you and theirs. For examples:

The smallest gift is mine.
 Theirs will be delivered tomorrow.
 This is yours.
 His is on the kitchen counter.
 The red basket is mine.
 Yours is on the coffee table.
 Ours is the green one on the corner.

2. Interrogative Pronoun

An interrogative pronoun is used to ask questions. The interrogative pronouns are who, whom, which, what" and the compounds formed with the suffix "ever". Either "which" or "what" can also be used as an interrogative adjective.

We will find "who," "whom," and occasionally "which" used to refer to people, and "which" and "what" used to refer to things and to animals."Who" acts as the subject of a verb, while "whom" acts as the object of a verb, preposition, or a verbal. For examples:

Which wants to see the dentist first?
 What did she say?
 Who wrote the novel Rockbound?
 Whom do you think we should invite?
 To whom do you wish to speak?
 Who will meet the delegates at the train station?
 To whom did you give the paper?

3. Relative pronoun

We can use a relative pronoun is used to link one phrase or clause to another phrase or clause. The relative pronouns are who, whom, that and which. The compounds whoever, whomever and whichever are also relative pronouns. We can

use the relative pronouns *who* and *whoever* to refer to the subject of a clause or sentence, and *whom* and *whomever* to refer to the objects of a verb, a verbal or a preposition. For examples:

You may invite whomever you like to the party.
 Whoever broke the window will have to replace it.
 The candidate who wins the greatest popular vote is not always elected.
 I will read whichever manuscript arrives first.
 In a time of crisis, the manager asks the workers whom she believes to be the most efficient to arrive an hour earlier than usual.
 The crate which was left in the corridor has now been moved into the storage closet.

4. Demonstrative Pronouns

A demonstrative pronoun points to and identifies a noun or a pronoun. "This" and "these" refer to things that are nearby either in space or in time, while "that" and "those" refer to things that are farther away in space or time. The demonstrative pronouns are "this," "that," "these," and "those." "This" and "that" are used to refer to singular nouns or noun phrases and "these" and "those" are used to refer to plural nouns and noun phrases.

Demonstrative pronouns are identical to demonstrative adjectives, though, obviously, you use them differently. It is also important to note that "that" can also be used as a relative pronoun for examples:

This must not continue.
 Three customers wanted these.
 This is puny; that is the tree I want.
 That is a good idea.
 These are hilarious cartoons.

5. Reflexive Pronouns

You can use a reflexive pronoun to refer back to the subject of the clause or sentence. The reflexive pronouns are myself ,yourself , herself, himself, itself, ourselves, yourselves and themselves. Each of these can also act as an intensive pronoun. For examples:

Diabetics give themselves insulin shots several times a day.
 Richard usually remembered to send a copy of his e-mail to himself.
 The Dean often does the photocopying herself so that the secretaries can do more important work.
 After the party, I asked myself why I had faxed invitations to everyone in my office building.
 Although the landlord promised to paint the apartment, we ended up doing it ourselves.

6. Reciprocal pronouns

Like the reflexive pronoun, the reciprocal pronoun has the same identity as the subject. The reciprocal pronoun indicates that the individual members of a plural subject mutually react one on the other. The reciprocal pronoun are each other and one another. For examples:

They amused each other by telling stories

7. Indefinite Pronouns

An indefinite pronoun is a pronoun referring to an identifiable but not specified person or thing. An indefinite pronoun conveys the idea of all, any, none, or some. The most common indefinite pronouns are all, another, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody,

none, one, several, some, somebody and someone. Some indefinite pronouns can also be used as indefinite adjectives. For examples:

Many were invited to the lunch but only twelve showed up.
 Make sure you give everyone a copy of the amended by laws.
 Give a registration package to each.
 The office had been searched and everything was thrown onto the floor.
 We donated everything we found in the attic to the woman's shelter garage sale.
 Although they looked everywhere for extra copies of the magazine, they found none.

8. Intensive Pronoun

The intensive pronouns such as myself, yourself, herself, ourselves, themselves consist of a personal pronoun plus *self* or *selves* and emphasize a noun. It is possible (but rather unusual) for an intensive pronoun to precede the noun it refers to. For examples:

Myself, I don't believe a word he says.
 I myself don't know the answer.
 I myself believe that aliens should abduct my sister.
 The Prime Minister himself said that he would lower taxes.
 They themselves promised to come to the party even though they had a final exam at the same time.

c. The Function of Pronouns

Pronouns have most of the same function as nouns. These are the common function of pronouns as nouns:

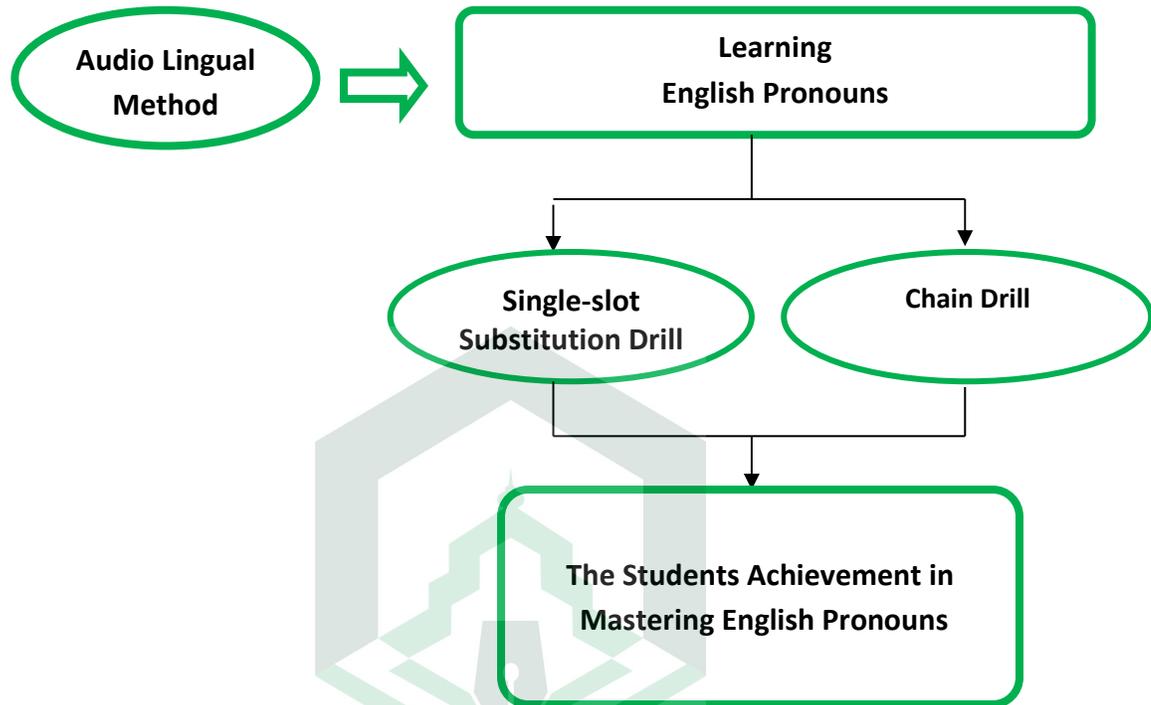
1. As subject of verb
2. As Object of verb

3. As subjective complement
4. As object of preposition
5. As appositive
6. As adjectives

C. Theoretical Framework

Audio Lingual Method method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language. The students have to practice and practice to use the language. It is good for beginning level English classes in foreign language setting Audio Lingual Method of teaching is a method that is greatly emphasized through oral teaching. Therefore, the researcher introduces the steps of Audio Lingual Method and then the researcher gave the students explanation about pronoun. The researcher gave some example to the students and they have to try to substitute it and then they have to ask each other one by one in a circular chain around the classroom. This technique make them interest in grammar lesson especially pronoun, they can improve their grammatical ability and make them active in the classroom. With the result that the students to be able to mastering English Pronouns.

The theoretical framework in this research can be seen in the diagram below:



D. Hypothesis

The statistical hypothesis of this research as follows:²²

1. Null hypothesis (Ho) means the Audio Lingual Method is not effective in learning pronouns at the seventh year student of SMP 6 Palopo.

2. Alternative hypothesis (Ha) means the Audio Lingual Method is not effective in learning pronouns at the seventh year student of SMP 6 Palopo.

²² Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta), p.122

CHAPTER III

RESEARCH METHOD

This chapter describes about the method, variables, population and sample, the procedure of collecting data and technique of data analysis.

A. Research Design

The method that the writer used in this research was pre experimental method with pre-test and post-test. This research involved one group as pretest (X_1), exposed to treatment (T) and past test (X_2). The diagram is presented as follow:²³

Table 1
Pre-test and Post-test Design

Pre test	Treatment	Post test
X_1	T	X_2

Where:

X_1 = Pretest

T = Treatment

X_2 = Post-test

²³ Prof. Dr. Suharsimi Arikunto, *Prosedur penelitian (Suatu PendekatanPraktek)*, (Edisi Revisi IV ; Jakarta: PT.Rineka Cipta, 1998), p.84

B. Research Variable

There are two categories of variable in this research. The variables are

1. The dependent variable is the students' grammar skills specify pronoun.
2. The independent variable is the implementation of teaching pronoun through audio lingual method.

C. Operational Variable Definition

1. Audio Lingual advised the Students to practice particular patterns of language through structured dialogue and drill until response is automatic
2. Pronoun is a small of words replace a noun.

D. Population and Sample

The populations in this research are the students of the seventh year of SMP NEG. 6 Palopo. This research used census sampling. It means the researcher took all the population as the sample. The seventh years students of SMPN 6 Palopo consist of 30 students, so there are 30 students as the sample.

E. Instrument of the Research

The research used pronoun test namely objective test as the instrument to collect data, which consist of 50 multiple chois about pronoun. The students have to choose the correct pronoun for the each question.

F. Procedure of Collecting Data

1. Pre-test

Pre test is the test that gave to the students to know students skill before giving treatment. The writer assigned to the student to choose the best answer when the writer give 50 multiple chois about pronoun.

2. Treatment

After giving pre-test, the researcher conducts eight treatments with some steps as follows:

- a. The first meeting, the writer introduced the pronoun to the student and about Audio Lingual Method especially substitution drills and chain drill.
- b. The second meeting until eight meeting, the writer gave same activity with different topic. The writer used Audio Lingual Method in teaching English pronouns using substitution drills and chain drill and gave the correction on some mistakes done by the students.

3. Post test

The researcher gave the same activity in the post test after treatment. It intended to know the improving of students' English pronoun by using Audio Lingual Method. It was taken 90 minutes to do the test.

G. *Technique of Analysis Data*

The data analysis technique involves some steps as follows:

1. Scoring the students correct answer by the following formula:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Number}} \times 100$$

2. Scoring classifying the students' score by using percentage below:

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

Where:

P = Percentage

F = the Cumulative Frequency of Subjects

N = Total Number of Subject

3. Calculating the mean score of the students :

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

Where:

M = Mean Score

$\sum X$ = Total of the Raw Score

N = total number of Respondent.²⁴

4. To understand the level of the student's score the following classification is used.²⁵

²⁴ *Opcit.*,

²⁵ Daryanto, *Evaluasi Pendidikan*, Jakarta PT: Rineka Cipta, 2007. P.221

Table 2
Score classification

Classification	Score	Rating
Excellent	86 – 100	7
Very good	71 – 85	6
Good	61 – 70	5
Fairly good	51 – 60	4
Fair	37 – 50	3
Poor	26 – 36	2
Very poor	≤ 25	1

5. To find out the result of test significance

The researcher used SPSS program to find out the result of test significance.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter deals with findings and discussion about the result of research. It was obtained and explained based on the research the question that has been formulated this research namely experimental research that was analyzed statistically. The method that was used to describe the result of analysis was quantitative method and the result of research was obtained by using “t” test analysis. The researcher used table of frequency distribution with “fair” or “gain” classification and percentage of the students’ scores in pre-test and post-test to know the differences between pre-test and post-test.

1. The Following explanation is deal with students score on the pre-test

Table 3

The score of the students’ correct answer in pre-test

Respondent	Correct Answer	Score
R1	16	32
R2	16	32
R3	25	50
R4	19	38
R5	17	34

R6	18	36
R7	17	34
R8	10	20
R9	17	34
R10	11	22
R11	15	30
R12	14	28
R13	16	32
R14	20	40
R15	20	40
R16	19	38
R17	12	24
R18	22	44
R19	25	50
R20	16	32
R21	17	34
R22	18	36
R23	17	34
R24	16	32
R25	16	32
R26	18	36

R27	18	36
R28	27	54
R29	19	38
R30	23	46

The table 3 above shows students' correct of the seventh years students of SMPN 6 Palopo were 6 students who got 32, there were 5 students who got 34, there were 4 students who got 36, there were students 3 who got 38, there were 2 students who got 50, there were 2 students who got 40, and there were each student got score 20, 22, 28, 30, 24, 44, 54, 46. Based on the score of the students' correct answer in pre-test shows that most of the seventh years students of SMPN 6 Palopo, the researcher believes that the students mastery of pronoun still low.

Table 4

Score classification of the student's pronoun in Pre-test

Classification	Score	Frequency	Percentage
Excellent	86 – 100	-	-
Very good	71 – 85	-	-
Good	61 – 70	-	-
Fairly good	51 – 60	3	10 %
Fair	37 – 50	8	26,7 %
Poor	26 – 36	16	53,3 %

Very poor	≤ 25	3	10 %
Total		30	100 %

Table 4 above shows that the criteria and percentage of the students' pronoun in pre-test, there were 3 students (10%) got "fairly good" classification, there were 8 students (26,7 %) got "fair" classification, there were 16 students (53,3 %) got "poor" classification, there were 3 students (10 %) got "very poor" classification. Based on percentage above, there were none students got "excellent" classification, "very good" classification, and "good" classification. It means that the students' do not understand about English pronouns.

Table 5

The score of the students' correct answer in post-test

Respondent	Correct Answer	Score
R1	44	88
R2	38	76
R3	42	84
R4	30	60
R5	39	78
R6	28	56
R7	30	60
R8	26	52

R9	26	52
R10	25	50
R11	37	74
R12	33	66
R13	36	72
R14	41	82
R15	31	62
R16	37	74
R17	33	66
R18	45	90
R19	43	86
R20	38	76
R21	36	72
R22	39	78
R23	29	58
R24	37	74
R25	36	72
R26	40	80
R27	33	66
R28	45	90
R29	42	84

R30	38	76
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The table 3 above shows that the seven years students of SMPN 6 Palopo in answering pronoun test, where 4 students got 74, there were 3 students got 76, there were students 3 got 72, there were 3 students got 66, there were 2 students got 90, there were 2 students got 84, there were 2 students got 60, there were 2 students got 52, and there were each of them got score 88, 56, 50, 82, 62, 86, 78, 58, 80 each. Based on the data above, the researcher concludes that the students have a very good progress after giving treatment. It is proved by the score of students' after doing the treatment process during eight meeting was very significance because the score students' was increase from the pre-test to the post test.

Table 6

Score Classification of the Student's Pronoun in Post-test

Classification	Score	Frequency	Percentage
Excellent	86 – 100	4	13,3 %
Very good	71 – 85	15	50 %
Good	61 – 70	4	13,3 %
Fairly good	51 – 60	7	23,4%
Fair	37 – 50	-	-
Poor	26 – 36	-	-

Very poor	≤ 25	-	-
Total		30	100 %

Table 6 above shows that the criteria and percentage of the students' pronoun in post-test, there were none students got "fair" classification, there were none students got "poor" classification, there were none students got "very poor" classification there were 4 students (13,3%) got "excellent" classification, there were 15 students 50 % got "very good" classification, there were 4 students (13,3%) got "good" classification, there were 7 students (23,4%) got "fairly good" classification. The data above shows that after teaching pronouns using audio lingual method, the students' score classification was better than before. It is means there is improvement in learning pronouns using audio lingual method.

Table 6
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The students' score, deviation, and gain score of test

Respondent	Pre-test X_1	X_1^2	Post-test X_2	X_2^2	Deviation $d = X_2 - X_1$	d^2
R1	32	1042	88	7744	56	3136
R2	32	1042	76	5776	44	1936
R3	50	2500	84	7056	34	1156
R4	38	1444	60	3600	22	484

R5	34	1156	78	6084	44	1936
R6	36	1296	56	3136	20	400
R7	34	1156	60	3600	26	676
R8	20	400	52	2704	32	1024
R9	34	1156	52	2704	18	324
R10	22	484	50	2500	28	784
R11	30	900	74	5476	44	1936
R12	28	784	66	4356	38	1444
R13	32	1024	72	5184	40	1600
R14	40	1600	82	6724	40	1600
R15	40	1600	62	3844	22	484
R16	38	1444	74	5476	36	1296
R17	24	576	66	4356	22	484
R18	44	1936	90	8100	46	2116
R19	50	2500	86	7396	36	1296
R20	32	1024	76	5776	44	1936
R21	34	1156	72	5184	38	1444
R22	36	1296	78	6084	42	1764
R23	34	1156	58	3364	24	576
R24	32	1024	74	5476	42	1764
R25	32	1024	72	5184	40	1600

R26	36	1296	80	6400	44	1936
R27	36	1296	66	4356	30	900
R28	54	2916	90	8100	36	1296
R29	38	1444	84	7056	46	2116
R30	46	2116	76	5776	30	900
N= 30	$\sum X_1=1068$	$\sum X_1^2=$ 39788	$\sum X_2=2152$	$\sum X_2^2=$ 158572	$\sum d= 1084$	$\sum d^2=$ 40344

The table 6 above shows that the total number (N) is 30 the sum of the score in pre-test (X_1) is 1068, the sum of the post-test (X_2) is 2152 and the sum of deviation between pre-test and post-test (d) is 1084. The lowest of deviation score is 18 and the highest is 56.

2. Mean score of students in the pre-test and post-test

The mean score of students in the pre-test (MX_1) as follow:

$$MX = \frac{\sum X}{N}$$

Where:

M = Mean Score

$\sum X$ = Total Score

N = total number of Respondent.

$$MX_1 = \frac{\sum X_1}{N}$$

$$= \frac{1068}{30}$$

$$= 35,6$$

The mean score of students in post-test (MX_2) as follow :

$$MX_1 = \frac{\Sigma X_2}{N}$$

$$= \frac{2152}{30}$$

$$= 71,7$$

The mean score of students in pre-test 35,6 and the mean score of students in post-test 71,7. The mean score of students in post-test is greater than the mean score of students in pre-test. It means that the students' ability was improved.

3. Standard Deviation of pre-test :

$$SD = \sqrt{\frac{n(\Sigma X_1)^2 - (\Sigma X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{30(1068)^2 - (1068)^2}{30(30-1)}}$$

$$SD = \sqrt{\frac{30(1140624) - (1140624)}{30(29)}}$$

$$SD = \sqrt{\frac{34218720 - 1140624}{870}}$$

$$SD = \sqrt{\frac{33078096}{870}}$$

$$SD = \sqrt{38020,2}$$

$$SD = 194,987$$

4. Standard Deviation of pre-test :

$$SD = \sqrt{\frac{n(\sum X_2)^2 - (\sum X_2)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{30(2152)^2 - (2152)^2}{30(30-1)}}$$

$$SD = \sqrt{\frac{30(4631104) - (4631104)}{30(29)}}$$

$$SD = \sqrt{\frac{138933120 - 4631104}{870}}$$

$$SD = \sqrt{\frac{134302016}{870}}$$

$$SD = \sqrt{154370,13}$$

$$SD = 392,899$$

Table 7
Standard deviation between Pretest and Post-test

Component	Pre-test	Post-test
Standard Deviation	194,987	392,899

Table 7 above shows that standard deviation of pre-test was lower than post-test, where standard deviation of pre-test was 194,987 and standard deviation of post-test was 392,899.

5. Test of Significance

a. T-test

This T-test based on SPSS programs. The purpose is to find out significance differences between pre-test and post-test.

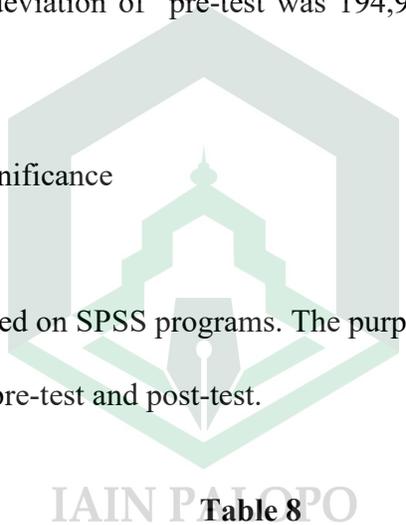


Table 8

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
posttest – pretest	18.100	4.619	.843	16.375	19.825	21.463	29	.000

b. T-table

Level of significance (α) = 0,05 or 5%

Degree of freedom = n-1
= 30-1
= 29

T-table = $t (1-\frac{1}{2}\alpha) (df)$

$$= t (1-\frac{1}{2} \cdot 0,05) (29)$$

$$= (0,975) (29)$$

$$= 2,756 \text{ (to find out in } t_{\text{table}} \text{)}$$

The testing t_{table} show that t_{test} (21.463) is bigger than t_{table} (2,756) . When t_{test} is bigger than t_{table} ($t_{\text{test}} > t_{\text{table}}$) the students' English pronoun has developed.

c. The mean score and result of “t” test

The researcher use the level of significance or standard significance (α) = 0,05²⁶ to find out the acceptability hypothesis and the degree of freedom (df)= n-1. df = 30-1 = 29. The result of t-test = 21.463 will be analysis by testing criteria “t” table (t-table). After finding df, we consult df by using the table “t” standard of

²⁶ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta), p.372

significance 5% with $df= 29$ got 2,756. From the result above, the researcher gives interpretation that t -table smaller than “ t ” value.

Table 10
Result of “ t ” test

Type of Mean	Mean
t-test	21.463
t-table	2,756

The table 9 above shows that the mean score of the post-test is greater than mean score of pre-test (35.90 is greater than 2,756). The table 10 above shows that the result of t-test is greater than the result of t-table (21.463 is greater than 2,756). The data indicates that the students’ pronoun in SMPN 6 Palopo at the first years has developed.

d. Criteria of hypothesis acceptability

$$t_{\text{table}} < t_{\text{test}} = \text{reject null hypothesis } (h_0)$$

$$t_{\text{test}} > t_{\text{table}} = \text{receive null hypothesis } (h_a)$$

As we show that $t_{\text{test}} = 21.463$ is greater than $t_{\text{table}} = 2,756$.²⁷ Therefore, the researcher concludes that the null hypothesis was rejected and while alternative hypothesis was receives. It means that the use of Audio Lingual Method in Learning Pronoun at the First Years of SMPN 6 Palopo was effective.

²⁷ *Ibid.*,

B. Discussions

From 30 students as respondent did the pre-test about English pronouns, most of the respondent faced by the same difficulties. Based on the students' pre test wrong answer, the difficulties faced by the seventh year students at SMPN 6 Palopo about English pronoun material are several kinds of subjective personal pronoun such as: *she, he, they* and *it*, and objective personal pronouns such as: *her, him, it, us* and *them*. Most of the students choose the wrong answer when did the pre-test. They seem confuse when choosing the correct answer. Moreover, some students didn't choose any one of the correct answers.

From the entire respondent who did the pre-test, mostly they chose the wrong answer about subjective personal pronoun such as: *she, he, they* and *it*, and objective personal pronouns such as: *her, him, it, us* and *them*

Based on the result of data analysis, the researcher presents the discussion of data given to the students. The students don't understand the use of pronoun with mean score 17,80 at pre-test. After they were taught eight times using Audio Lingual Method especially single-slot substitution and chain drill, the students achievement increase with mean score 35,90 at post-test. It means that the total score between the result of pre-test and post-test are significantly different. This differences is proved by calculating the difference of both test by using t-test analysis were the value 21.463 is greater than t-table value 2,756 ($21.463 > 2.756$) for

(α) = 0,05 level of significance (see table 10). It means that there is significance difference between the result of pre-test and post-test.²⁸

The result of data analysis above shows that the use of Audio Lingual Method in Learning Pronoun at the First Years of SMPN 6 Palopo was effective. It means that after giving treatment through Audio Lingual Method, the students' ability in mastering pronoun is better than before where after the treatment, the highest score that students got was 90 and the lowest score was 52.



²⁸ *Ibid*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of data analysis in the previous chapter, the researcher would like to conclude that student's skill at the seventh year students of SMPN 6 Palopo improve after being given treatments to mastery pronoun by using Audio Lingual Method. By using this method, the students can easily memorize because they always repeat the pattern as quickly and accurately as possible.

The audio lingual method is effective to improve the students' mastery of English pronoun at the seventh year students of SMPN 6 Palopo. It is provided by calculating the difference of both tests (pre-test and post-test) by using test analysis, where the result of t-test value was 21,463 and t-table value was 2,756 or value of t-test > value of t-table or $21,463 > 2,756$. It means that there is significant difference between the students' pronoun understanding at the seventh years students of SMPN 6 Palopo.

B. Suggestions

Based on the result of the data analysis conclusions above, the researcher presents some suggestions as follows:

1. For teacher;
 - a. The teachers in teaching process should pay attention to choose method and technique which has correlation between material and the purpose teaching. One of effective method to improve students' grammar ability especially pronoun is Audio Lingual Method. So, the teacher should try this method.
 - b. This method has some drills, the teachers just have to choose which drill that can match with the teaching subject. The teachers can use single-slot substitution drill and chin drill to teach pronoun to make teaching process easier.
 - c. This method will be more effective if the students in class are not too much.
 - d. The teachers have to correct the students' mistake immediately.
2. For students;
 - a. The students have to motivate their selves to be more active in learning English and always practice the lesson that has told by their teacher.
 - b. The students can use this method by their selves by using tape recorder, DVD, computer, or TV program. The students just have to listen carefully to a native as teacher then repeat the material individually.

c. By using audio lingual method, the student also can practice to another student use chain drill, single-slot substitution drill, or another drill with an easy subject.

Finally, the researcher realizes that this thesis is still far from perfect. However, the writer really hopes that this research might be useful for other studies.



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