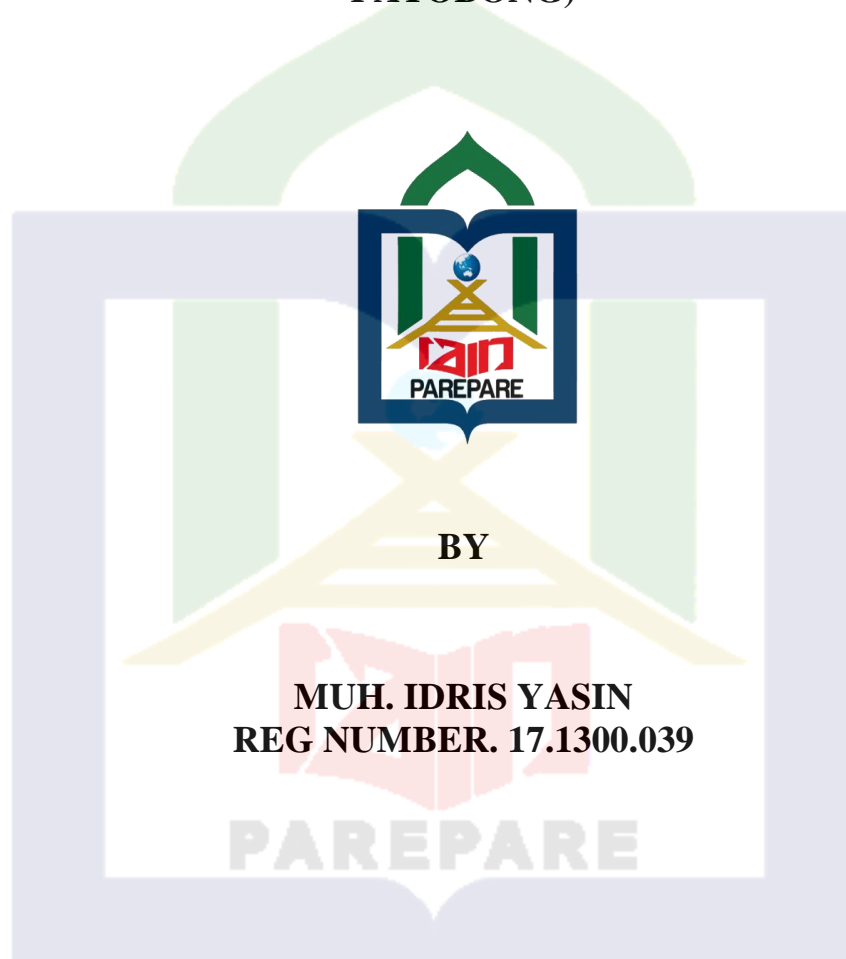


A THESIS

**THE EFFECTIVENESS OF AUDIO LINGUAL METHOD TO
IMPROVE STUDENTS' SPEAKING SKILL
(A CLASSROOM ACTION RESEARCH TO THE EIGHT GRADE
STUDENTS' OF ISLAMIC BOARDING SCHOOL Mts DDI
PATOBONG)**



BY

**MUH. IDRIS YASIN
REG NUMBER. 17.1300.039**

PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE**

2023

**THE EFFECTIVENESS OF AUDIO LINGUAL METHOD TO
IMPROVE STUDENTS' SPEAKING SKILL
(A CLASSROOM ACTION RESEARCH OF THE EIGHT GRADE
STUDENTS' OF ISLAMIC BOARDING SCHOOL Mts DDI
PATOBOG)**



BY

**MUH. IDRIS YASIN
REG NUMBER. 17.1300.039**

Submitted to the English program of Tarbiyah Faculty of State Islamic Religion
Institute of Parepare in Partial of Fulfillment of the Requerements for Degree of
Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC RELIGION INSTITUTE
PAREPARE**

2023

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The effectiveness of Audio Lingua Method to Improve Students' Speaking Skill in Mts DDI Patobong

Name of the student : Muh. Idris Yasin

Student Reg. Number : 18.1300.039

Study Program : English Education

Faculty : Tarbiyah

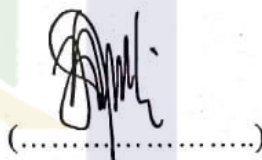
By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate
Num: 294.4/2021

Date of Graduation : March 17th 2023

Approved by
Consultant Commissions

Consultant : Drs. Abd. Rauf Ibrahim, M.Si. 

NIP : 19581212 199403 1 002

Co-Consultant : Hj. Nurhamdah, S.Ag., M.Pd. 

NIP : 19731116 199803 2 007

Cognizant of:
Tarbiyah Faculty,
Dean



ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : The effectiveness of Audio Lingua Method to Improve Students' Speaking Skill in Mts DDI Patobong

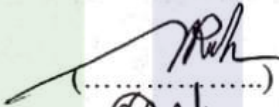
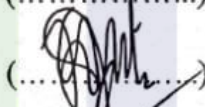
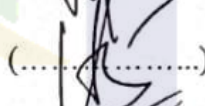

Name of the student : Muh. Idris Yasin

Student Reg. Number : 18.1300.039

Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate Num: 294.4/2021

Date of Graduation : March 17th 2023

Approved by Examiner Commissions

Drs. Abd. Rauf Ibrahim, M.Si.	(Chairman)	
Hj. Nurhamdah, S.Ag., M.Pd	(Secretary)	
Dr. Abdul Haris Sunubi, M.Pd	(Member)	
Mujahidah, S.Pd.I, M.Pd	(Member)	

Cognizant of:
Tarbiyah Faculty



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَاصْحَابِهِ أَجْمَعِينَ.

First of all, let us be thankful our God Allah SWT and be grateful to Allah who created the universe, a God who is most forgiving and merciful the owner of the Day of Judgment. And don't forget to send sholawat to the prophet Muhammad SAW (peace be upon him), the last prophet of Muslims and the bearer of straight teachings, namely the era of injustice towards the age of peace and justice.

The researcher realizes that finish this thesis proposal is not an easy task without the help of the closest people. However, the researcher would like to express deepest and great thanks to his parent Yasin and Sumarni's for their supporting and prayers.

His deepest and great appreciation and profusly sincere thanks are due to Drs. Abd. Rauf Ibrahim, M.Si., as the first consultant and Hj.Nurhamdah. S. Ag., M.Pd as the co.consultant who have patiently guided and given their construction suggestion, dedicated and corrected to the researcher for finishing the thesis proposal.

The researcher also would like to express deepest and great thanks to:

1. Dr. Hannani, M.Ag. as the rector of State Islamic Institute (IAIN) who has worked hard and dedicate to manage education at IAIN parepare.
2. Dr. Zulfah, M.Pd as the dean of tarbiyah faculty of state Islamic Institute (IAIN) parepare who has given the writer a guideline of scientific treatise.
3. Dr. Arqam, M.pd. as the chairman of English Education program for the fabulous serving to all students.

4. Kalsum, M.Pd. as the academic advisor who have given help and assistance during the proses of writing this thesis.
5. All lecturers of English Education who have already taught the researcher during his study at State Islamic Institute (IAIN) parepare.
6. All staff of Tarbiyah Faculty who has worked hard in order to complete the administration of students.
7. His brothers and sister Akbar Yasin, Muh. Irfan Yasin and Asiyah, S.Pd who have be a motivation.
8. Big family of English Education program of Tarbiyah Faculty 2017 big thanks for giving a support, sharing their time and story and being a good friends.
9. His friends Sulaeman, Adil Prasetya Warsito, Fahrul fauzi, Muh.Bambang, Aswan Mohamdar who always accompanied he from first semester untill now and for always giving supporting, motivation, sharing their time fun and funny moments and accompanied the researcher in many situations to become friendly also a good listener with an irreplaceable courage and more than frienship as well as their helping for finishing this thesis proposal.
10. Do not be afraid to keep moving forward even though you will walk on fragile wood, keep on going by believing in God and believing wholeheartdly in the potential and abilities that God has given you. You will never fail (Idris)

May Allah always bless them, however the researcher realize that this thesis proposal is still not being perfect so criticism and suggestion would acceptable to make it better.

Parepare, July 18th 2022

The researcher,



Muh. Idris Yasin
Reg. Num. 17.1300.039

DECLARATION OF THE RESEARCH AUTHENTICITY OF THESIS

The writer who signed the declaration below:

Name : Muh. Idris Yasin

NIM : 17.1300.039

Place and date of birth : Pinrang, 18th April 1998

Faculty : Tarbiyah

Study program : English Education

Title of skripsi : The effectiveness Audio Lingual Method to Improve
Students Speaking Skill in Mts DDI Patobong

Stated this thesis is his own writing and if it can be proved that it was copied,
duplicated or compiled by any other people this thesis and the degree that has been
gotten would be postponed.

Parepare, July 18th 2022

The researcher,



Muh. Idris Yasin
Reg. Num. 17.1300.039

ABSTRACT

Muh.Idris.Yasin. *The effectiveness Audio lingual method to improve students' speaking skill (a classroom Action Research of the eight grade of Students at Islamic boarding school Mts DDI Patobong)*

The research used descriptive comparative study this comparison of the students' achievements and performance during the cycles. The population of this research was students of MTs DDI Patobong were 30 students, the researcher used purposive sampling and took 26 students as the sample of the researcher. There were two kinds of instrument speaking tests and observation checks. A speaking test is used to know the students' speaking skill and the observation check consist of a list of the students' activities that have to observe during the teaching and learning process.

In learning English, especially in speaking skills, there are some problems According to an interview with an English teacher in MTs Islamic boarding school DDI Patobong, undoubtedly, speaking is the challenging and complex skill to master because English, both spoken and written difference in English, and students' proficiency in speaking is fairly poor. Due to their limited vocabulary knowledge and belief that English is a difficult language, students who are learning to speak often find it difficult to express themselves in Bahasa or their native tongues. The goal of this study is To determine the effectiveness of the audiolingual method for teaching English speaking and its ability to improve students' speaking skills in MTs DDI Patobong.

The result of the research used the Audio lingual method to improve speaking skills The students' mean score in the test was 63,4% mean score in the post-test in the first cycle was 79,3% and the students' mean score in the second cycle was 82,1%. It was an excellent improvement in the students' achievement. It concluded that the Audio lingual method is an effective to improve speaking skills at MTs DDI Patobong.

Keywords: *Speaking Skill, Audio Lingual Method*

TABLE OF CONTENTS

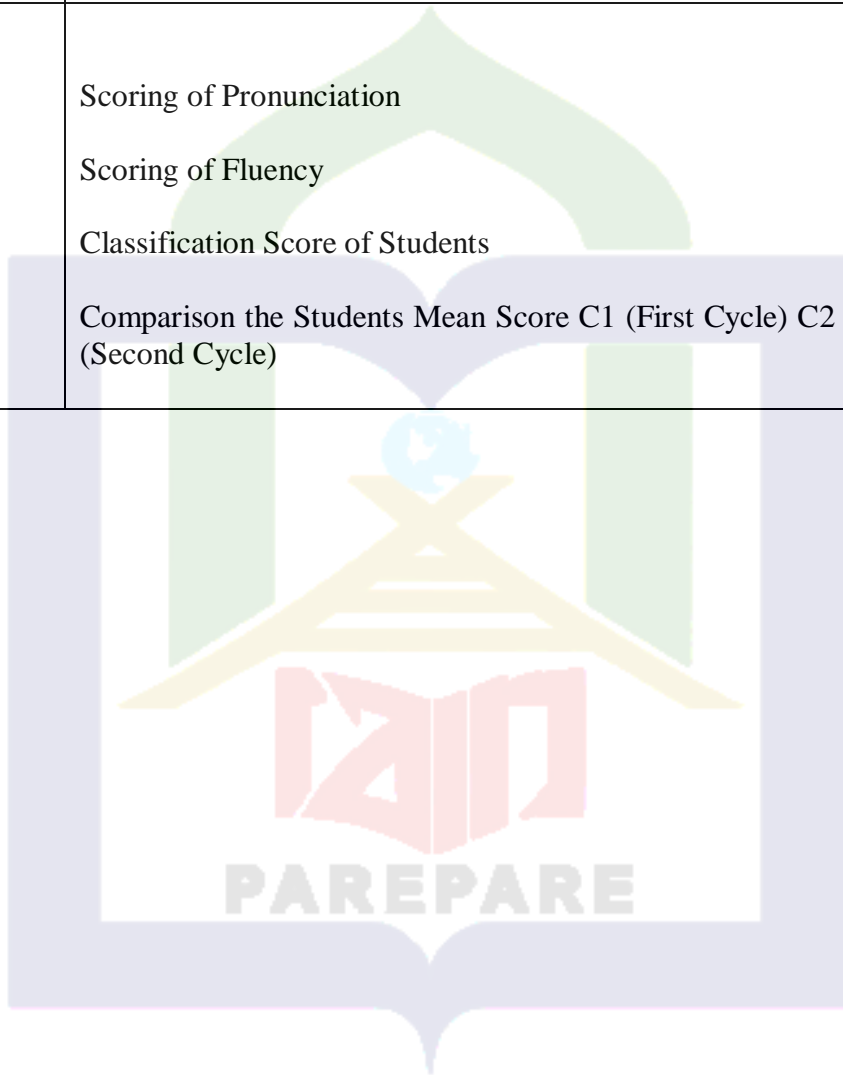
ENDORSEMENT OF CONSULTANT COMMISSIONS	ii
ENDORSEMENT OF EXAMINER COMMISSIONS	iii
ACKNOWLEDGMENT	iv
DECLARATION OF THE RESEARCH AUTHENTICITY	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question	7
C. Research Objective	7
D. Research Significance	7
CHAPTER II REVIEW OF RELATED LITERATURE	9
A. Some Pertinent Ideas	9
B. Previous Related Findings	34
C. Conceptual Framework	36
D. Hypothesis	38
CHAPTER III RESEARCH METHOD	39
A. Research Method	39
B. Subject and Population of The Research	40
C. Location and time of the Research	40
D. The instrument of the research	40
E. Procedures of Collecting Data	41
F. Technique of Data Analysis	43
CHAPTER IV FINDING AND DISCUSSION	50
A. Findings	50

B. Discussion.....	59
CHAPTER V CONCLUSION AND SUGGESTION.....	66
A. Conclusion.....	66
B. Suggestion.....	66
BIBLIOGRAPHY	
APPENDIXES	



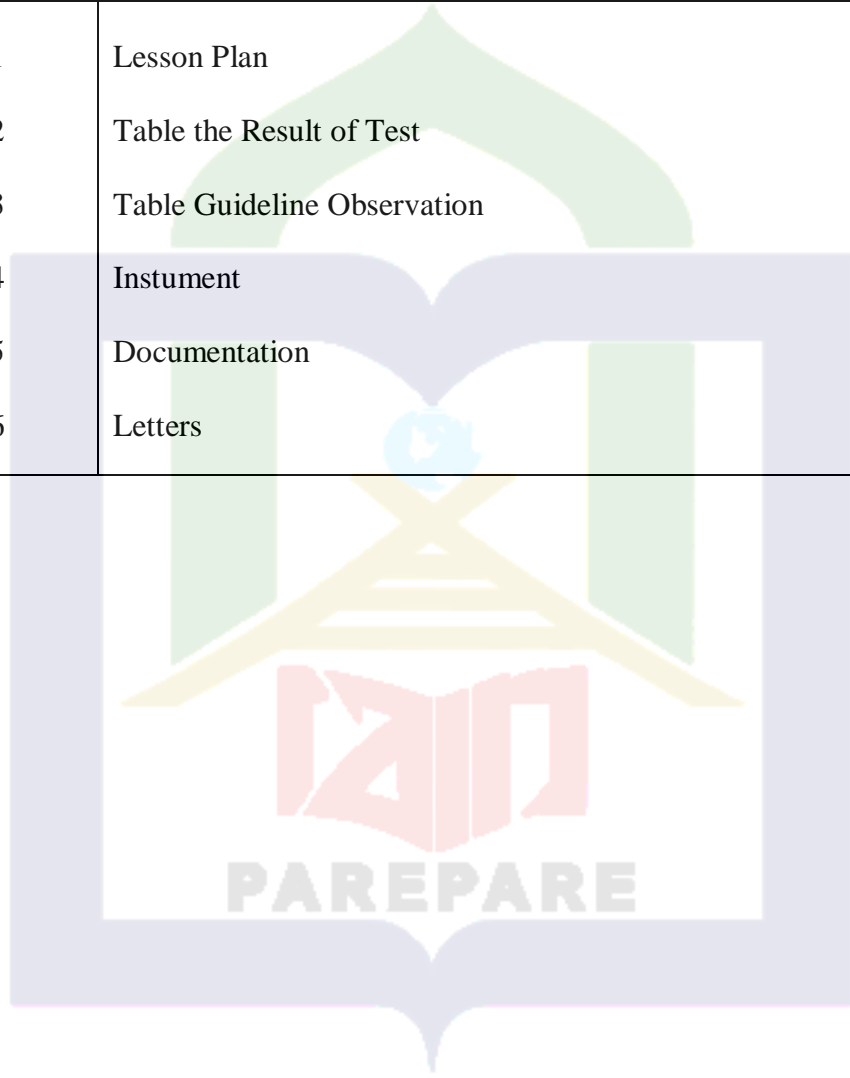
LIST OF TABLES

NUMBER OF TABLES	TITLE OF TABLE	PAGES
3.1	Scoring of Pronunciation	43
3.2	Scoring of Fluency	44
3.3	Classification Score of Students	45
4.1	Comparison the Students Mean Score C1 (First Cycle) C2 (Second Cycle)	55



LIST OF APPENDICES

NUMBER OF TABLES	TITLE OF TABLE
1	Lesson Plan
2	Table the Result of Test
3	Table Guideline Observation
4	Instument
5	Documentation
6	Letters



CHAPTER I

INTRODUCTION

A. Background

English is a language defined as a foreign language that is taught in junior high and senior high school to give students access to scientific and technological as well as to strengthen the nation's international relations. However, in its implementation, learning is more focused on reading skills than other skills, namely listening, speaking, and writing¹.

Then, By using a strategy for Communicative Language Teaching, a communicative approach was introduced (CLT). The primary method of instruction is still reading, and it is backed up with knowledge of English grammar. This curriculum was then updated with the introduction of a meaning-based curriculum in 1994. Took issue with the incompatibility between instructional materials, students expectations, and teachers' knowledge of the implemented curriculum. The lack of information about the experience and its implications is another significant issue prior Students struggle to communicate their thoughts due to a lack of teaching knowledge. The government then made the decision to update this curriculum once more because the previous curriculum.

A competency-based curriculum (CBC), sometimes known as the 2004 curriculum, was introduced by the government. This curriculum includes a variety of real learning resources that have been adopted from the target

¹ Nur, inkam, wong. *Tribun-timur.com bahasa inggris dan pengaruhnya terhadap kurikulum di indonesia.p2.2004*

with the intention that students have adequate knowledge of the nation and culture of native English speakers. Due to their ignorance of the target nation's and its culture, teachers and students find it challenging to comprehend the subject. A school-based curriculum was adopted in 2006 to replace the 2004 curriculum, and it has a rule requiring that each educational unit create its own learning resources based on the actual circumstances of the unit. However, because not every educational units are equally prepared, this curriculum is not implemented at the same time. The program follows contextualized learning principles (CTL) it gives students the chance to expand their knowledge in front of what they observe in daily life.

The government implemented the 2013 Curriculum in order to improve the aforementioned curriculum. With problem-based learning models and discovery-based learning, this curriculum places more of an emphasis on a scientific approach (Scientific Learning), and discovery-based learning. project (project-based learning). Broadly speaking, English learning materials are stressed the use of language proficiency as a means of knowledge and idea transmission in communication.

Students are used to reading texts, deciphering their meaning, then summarizing and presenting it in their own words. Through text preparation exercises, students become accustomed to writing systematic, logical, and persuasive texts. They are also introduced to the proper text rules so that they are not perplexed while putting texts together (in accordance with the situation and conditions: who, what, where), and they become accustomed to being able to express themselves and their knowledge in persuading language spontaneously².

² *Guidelines for 2013 Curriculum Training and Education.2022*

In connection with the position of English which is so important that it is included in the school curriculum as a compulsory subject taught to junior high school and senior high school students to achieve the goal of making English a platform that can be used as a communication tool, both oral and written. In it, of course, it cannot be separated from the ability to speak good and correct English, it is continuous with the hope of educational institutions that have formulated speaking as part of teaching materials for students so that speaking teaching has an urgent status so that students can communicate using English language skills themselves. In it, there are certain positions such as the interests of international relations between countries which will require speakers to speak in English, besides that speaking positions also penetrate the aspect of solving problems faced by requiring them to speak English such as answering questions and their role in daily activities that indicate speak English fluently and spontaneously. However, speaking skills for students are necessary for them as a support when continuing their education at university. According to the result of the researcher's interview with an English teacher in MTs Islamic boarding school DDI Patobong, speaking is the most difficult and intricate to know because in English the spoken and written English are different while the students' ability of MTs Islamic boarding school DDI Patobong is quite low. This can be proved when we carry out one of the campus programs namely PPL, most of the students have speaking skills that are not as expected for several reasons. Some of the obstacles faced by students of MTs Islamic boarding school DDI Patobong in learning to speak is that Students' poor linguistic proficiency prevents them from expressing their thoughts. Because spoken and written English are

different, students believe that English is a challenging subject in school seem difficult to deal with.

Besides, students don't have the confidence to speak as they speak in their mother tongue or Bahasa. This is a result of students' anxiety over pronouncing words incorrectly and making grammatical errors when speaking English in front of their friends. Students also don't get enough speaking practice in class. The majority of students simply remember every sentence in the conversation book without understanding its content or how to pronounce the words. The final one is that English is the sole subject covered in class. They do not make an effort to acquire English by other means, such as reading an English book, watching English movies or podcasts and joining a meeting club, or taking private classes at their home.

Learning English in Junior High Schools is important given other than preparation for the globalization process but as the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

As the language in general the ability to speak becomes something that cannot be separated because then the language that we have learned becomes useful and meaningful as it should be good for communicating with people who come from countries that use it or become a tool that someone can use to convey information effectively verbally and just as an introduction to exchange arguments with other people who only use English.

As a student who specifically studies English, we hope to be able to use it fluently as well as when teaching it to interested people, this is very reasonable because as we all know at this time the development of the era does not seem to stop in any field

including language. so that mastering the official language of their own country without mastering a foreign language means that we have been left behind from civilization in the field of communication.

To reduce these obstacles above, experts have found a few English methods such as Foreign language. One of them is the Audio lingual Method. An audio lingual Method is an oral-based approach. However, it is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio Lingual Method (ALM) drills students in the use of grammatical sentence patterns. Also, unlike the Direct Method, it has a strong theoretical base in linguistics and psychology. The University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the 'Michigan Method'. Later in its development, principles from behavioral psychology³.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 so that the learners could overcome the habits of their native language and from the new habits required to be target language speakers.⁴

The study's flaw was that the students from SMKS 15 Taruna Indonesia Bengkulu had poor speaking skills. Utilizing the right approach is crucial for achieving the objectives of speech instruction and learning. The purpose of this study is to enhance students' speaking skills in the tenth grade at SMKS 15 Taruna Indonesia Kota Bengkulu during the academic year 2018–2019. This study was

³ Skinner, B.F. *Verbal behavior*. Appleton century-crofts.1957

⁴ Fries,C.C. *Teaching and learning english as a foreign language*. Ann Arbor: University of michigan press.1945

conducted in a classroom setting. It was intended to clarify if the audio-lingual technique could enhance students' speaking abilities and the phases of the audio-lingual method that did so. The 35 students that participated in this study were split into 27 males and 8 females. Plan, action, observation, and reflection were the four steps in each of the two study cycles. At the conclusion of each cycle, the evaluation test was given. The outcome of this study demonstrates that the audio-lingual approach can help students' speaking abilities. There were no students who were able to meet the criteria of minimal completion because the mean score on the pre-assessment was 56,39. (KKM). The average score for cycle one was 61,71 for students who failed KKM. In order for the audio lingual method at SMKS 15 to improve students' speaking abilities in tenth grade, the mean score of cycle two was 71,79 students who could pass the standard of academic year 2018/2019⁵.

The purpose of this research is to ascertain the impact of the Audio Lingual Method on the speaking abilities of students at SMA Karya Pengalihan Indragiri Hilir. This study used experimental research as a component of quantitative research. The eleventh grade students from SMA Karya Pengalihan made up the study's population. Cluster random sampling was utilized by the researcher to select the individuals. 92 students made up the sample, with 30 coming from the XI IPS 1 and 30 from the XI IPS 2. Pre-test and post-test results were used to gather the data for this investigation. The SPSS version 23.0 program displayed the data in an Independent sample T-test. The study of the data revealed that while Ho was rejected and Ha was accepted, the mean score for students taught before the Audio Lingual

⁵ Erdila. *The use of audio lingual method to improve students speaking ability (class room action research at tenth grade students of SMKS 15 Taruna indonesia kota Bengkulu in academic years 2018/2019)*

Method (ALM) was 76,3 as well as the score for students taught after the ALM was 87,2. The author came to the conclusion that there were substantial variations at SMA Karya Pengalihan Indragiri Hilir between before and after the implementation of the Audio Lingual Method⁶.

B. Research Question

Based on the background above, the researcher stated that the research question of this research, follows:

1. In what way does the audio-lingual method improve students' speaking skills in MTs DDI Patobong?
2. In what way does the audio-lingual method an effective to improve students' speaking skill?

C. Research Objective

The objective of this research is:

1. To find out whether teaching English Speaking skills by using the audio-lingual method is an effective technique or not for the students.
2. To find out whether the audio-lingual method able for students speaking skills in MTs DDI Patobong.

D. Research Significance

The significance of the research is expected to be useful for:

1. For the student

This is intended so that students can change their mindset that learning English, especially speaking skills is a difficult thing to turn

⁶ Lukluatul Hasanah. *The effect of Using Audio Lingual method on students' speaking skill at SMA karya pengalihan indragiri hilir (used cluster random sampling)*. 2021

into an interest to study it seriously. The researcher sincerely hopes that the Audio lingual Method will help the student's speaking abilities. The researcher also expects that the students will be confident enough to speak English in front of their classmates, be able to put together a few words into a nice phrase, and speak English effectively. The researcher uses the audio-lingual method during the learning process to accomplish all of those goals. It should pique their interest in learning to speak English proficiently. The students can also develop their English speaking skills.

2. For the teacher

How to teach English using the audio-lingual method especially to improve students' speaking skills can be a new solution for teachers so that teaching and learning activities become more fun, well received by students, and easy to apply.

3. For the other researchers

This research is expected to be a source of knowledge and reference for other researchers in the future the method we use provides convenience in its application to improve English speaking skills for students and the additional benefit of this method is that it can make it easier for students to memorize vocabulary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Pertinent Ideas

This is part of the concept of speaking and the audio-lingual method in MTs
DDI Patobong

1. The Concept of Speaking

There is a concept of speaking. Definition of speaking, the function of speaking, element of speaking, type of speaking, the technique of teaching speaking skill, Some Theories and Concepts of Speaking Skill.

a. Definition of Speaking

Speaking is an activity carried out orally to exchange information carried out by two or more people on the condition that both of them understand the language used by each other which is marked by the presence of sounds produced as a sign that an idea or argument has been conveyed. speaking as the ability to express oneself.

Speaking is often referred to as the ability to communicate through spoken words. Speaking in English is related to what is perceived, experienced, heard, and verbally conveyed. When more than one person speaks, a conversation or other type of engagement results. The ability to pronounce words or articulation sounds to communicate, state, and convey ideas, thoughts, and feelings are referred to as speaking. More generally, speaking can be seen as the most crucial human social control mechanism since it makes considerable use of physical, psychological, neurological, semantic, and linguistic aspects.

As a result, it is possible to say that speaking activities involve a process of transforming thoughts or feelings into meaningful speech or language sounds. Speaking involves more than just uttering meaningless words also involves expressing ideas or sentiments to other people orally.⁷

Similar approaches have been taken to educate speaking in many instances. It is sometimes considered to be sufficiently covered because it is intertwined with the teaching of everything else. Contrarily, even though many students believe that being able to talk clearly and efficiently is their top objective when speaking is the primary focus of the session, it can occasionally result in unhappiness.

Teachers may feel guilty for not teaching anything with a clear learning result that can be used to support the lesson because some students find it difficult to see the point of doing something in class that they could accomplish just as easily over coffee. As we're seeing, there are various causes for interpersonal communication. Language is mostly used to create and sustain social connections. When we first meet someone, we greet them and strike up a conversation about the weather, our jobs, sports, and our families.

We try to amuse one another as part of this social language use by cracking jokes and relating anecdotes and stories. We might also express our opinions and viewpoints on several topics. There is no set topic for our conversations with friends. Participants in the conversation are free to bring up any number of topics⁸.

⁷ Tarigan H.G. *Semantic teaching*.1985

⁸ *Ibid*. P.27

On the other hand, generating, receiving, and digesting information are all part of speaking as an interactive process in constructing meaning. In this instance, it refers to manufactured forms and meanings based on the conversation's context, which includes the participants who are speaking, their backgrounds, their physical surroundings, and the reason they are speaking. When a speaker can foresee and generate the patterns expected by a specific discourse context, they are said to be able to speak. Speaking is for communicating, thus we must do our best to convey the speaker's thoughts and feelings, as well as the meaning that has to be transmitted, for the listener to grasp what the speaker is trying to convey⁹. Speaking is a skill that everyone in the world possesses because it's something we do constantly to connect with others and build positive relationships in societies.

Speaking ability and speaking skills, therefore, differ fundamentally in real-world situations. Speaking ability is the capacity to speak English effectively and correctly. Speaking ability, on the other hand, is the capacity a person possesses for speaking English, but it is not at the same level as speaking skills

The researcher concludes that speaking is a process for verbally conveying ideas and emotions based on the previous explanation. Speaking required a variety of abilities, including vocabulary, pronunciation, accuracy, fluency, grammar, and etiquette. All of those components must be grasped by students. Speaking, specifically in a foreign language, is an essential skill for students of all ages because it allows them to comprehend what others who speak that language are saying.

⁹ Tarigan, H.G. *Berbicara sebagai suatu keterampilan berbahasa*. Bandung . Angkasa. P.15.1981

b. The Functions of Speaking

The roles of speech in human connection have been categorized by several language experts. Describe the three categories into which speaking functions are divided: talk as interaction, talk as a transaction, and talk as performance. The descriptions of each speaking function are provided below:

1) Talk as interaction

This type's primary purpose is to emphasize social interaction in communication. Since this has to do with how people communicate with one another, they must employ their speaking skill.

2) Talk as transaction

The target of this style of communication is to precisely and clearly convey the information to the audience. Students might participate in some language lesson activities, for instance, to study ideas related to tenses and reduction. Additionally, conversation as transaction has the following key characteristics:

- a) Focus to the main information
- b) Only focus to the message and not the participants
- c) Use communication strategy to make someone understood
- d) Use the frequent questions, repetitions, and comprehension checks
- e) Use the negotiation and digression
- f) Linguistic accuracy is not always important.

some of the skills involved in using talk for transactions, as follow:

- a) Explaining a need or intention
- b) Describing something
- c) Asking-questioning

- d) Confirming information
 - e) Justifying an opinion
 - f) Making suggestions
 - g) Clarifying understanding
 - h) Making comparison.
- 3) Talk as performance

Speaking actions in this scenario concentrate more on monolog than dialog. Speaking as the performance takes place during speeches, public talks, announcements, and tale-telling. Providing a class report on a student's experience, holding a class discussion, and presenting a sales presentation are a few examples.

Talk as performance's key characteristics are:

- a) Putting the participant and message first
- b) It demonstrates organizing and sequencing
- c) Form and precision are always essential
- d) Language matches written language more
- e) usually monologic

Some of the skills involved in using talk as performance include:

- a) Using an appropriate format
- b) Presenting information in an appropriate sequence
- c) Maintaining audience engagement
- d) Using correct pronunciation and grammar
- e) Creating an effect on the audience
- f) Using appropriate vocabulary

g) It uses appropriate opening and closing¹⁰.

In conclusion, there are three functions of speaking that are categorized by the expert including “talk as interaction, talk as a transaction, and talk as performance”. These are the kinds of speaking activities that people usually use in daily life according to their different functions.

c. Element of Speaking

1) Vocabulary

Vocabulary is crucial for effective second language usage since, without it, we can not put the structure and functions we may have learned for understandable communicative use to use. It can be claimed that the power of language is one factor in effective communication.

In a language, especially while speaking, vocabulary refers to the proper diction. By having a large vocabulary, it will also be simpler for us to communicate our ideas, feelings, and thoughts verbally and in writing. The terminology used when speaking tends to be common and commonplace. It indicates that to understand speaking discourse, the vocabulary used in speaking must be very common and used in regular conversation.

Learning vocabulary is a fundamental component of learning a language. Students must be familiar with terms, their meanings, correct spelling, and pronunciation. To ensure that students understand the meaning as well as the spelling

¹⁰ Richard, Jack. C. *Teaching listening and speaking from theory to practice*. Cambridge university press.P.4.2008

and pronunciation of words, teachers must be careful when teaching vocabulary. Understanding the meanings of words is known as a vocabulary.¹¹.

A key element of language proficiency is vocabulary, which forms the bulk of the foundation for how well students speak, listen, read, and write. This indicates that vocabulary is a crucial linguistic element that is constantly used in both oral and written forms. Lacking vocabulary, we cannot engage in listening, speaking, reading, or writing. The fact that words can be used in both oral and written forms complicates this description. The words we use when speaking or reading aloud are referred to as our oral vocabulary.

The words in written vocabulary are those whose meanings are clear whether we write or read aloud. These are significant differences because the vocabulary those beginning readers are familiar with consists primarily of oral representations. As people learn to read, the importance of written language over spoken vocabulary in literacy grows. Reading vocabulary, speaking vocabulary, listening vocabulary, and writing vocabulary are the four categories of vocabulary that must be understood and acquired for any activity. Those are:

- a) When we read a text, our reading vocabulary is the words we comprehend. Many words that we do not use in our speaking language can be read and understood. If you're a reader, this vocabulary ranks second. You cannot "Grow" your vocabulary if you do not read.

¹¹ Turk. *Vocabulary*.p.87.2003

- b) Speaking vocabulary is the vocabulary we use when speaking, or it may also be described as being quite limited. The majority of adults use 5000–10.000 words for all of their conversations and instructing.
- c) Listening vocabulary is the word heard and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their working hours- and we continue to learn new words this way all of our lives.
- d) The words we may recall from our writing vocabulary when we write to express ourselves. In general, we find it easier to express ourselves verbally, utilize facial expressions, and convey our ideas than to find the perfect words to do it in writing. Our ability to spell words has a significant impact on the words we use in our writing.¹²

2) Pronunciation

Pronunciation is the production of the speech sound for communicate pronunciation also to refers to as psychomotor skill one of element constituting communicate competence, which is said the ideal goal of every language instruction¹³. Students can talk more clearly by pronouncing their words while they speak. When students have clear pronunciation and intonation, even with minimal vocabulary and grammar, they can communicate successfully. The pronunciation of words relates to their usual or customary utterance. From that, it may be inferred that pronunciation is the method through which students produce words clearly when speaking

¹² Judy K Montgomery, *The Bridge of Vocabulary : Evidence Based Activities for Academic Success*, (San Fransisco: NCS Pearson), p, 119.2007

¹³ H. Douglas Brown. *Teaching by principle : an interreactive approach in language pedagogy*, (2nd Ed), (new york:longman),p.68.2001

Additionally, pronunciation encompasses all characteristics of speech that contribute to a naturally flowing sentence, such as segmental articulation, rhythm, intonation, and phrasing, as well as, to a lesser extent, gesture, body language, and eye contact. From the aforementioned statement, it can be inferred that pronunciation encompasses a wide range of elements, including articulation, rhythm, intonation, and phrasing, as well as gesture, body language, and eye contact.¹⁴

3) Interactive communication

The participatory element of communication is the issue that students struggle with the most when speaking. They engage in a process of meaning negotiation when they talk, particularly in conversation. As a result, learners frequently struggle with how to phrase ideas, when to talk, and other discourse-related issues. Even though they struggle with this, evaluating students based on how they engage will help them develop more natural speaking skills¹⁵.

4) Comprehension

Understanding is the capacity to take in and analyze long lengths of discourse as well as to construct representations of the meaning of sentences. Since comprehension of a second language cannot be directly observed, it must be inferred from overt verbal and nonverbal cues, through artificial tools, or from the teacher's or researcher's intuition. Even when procedures are difficult and include hazards, comprehension refers to the fact that respondents completely comprehend the nature of the study project¹⁶

¹⁴ Frazer.H. *Teaching pronunciation: A handbook for teachers and trainers*.2001

¹⁵ Brown, H. D. *Assessing Speaking (Oral Proficiency Scoring Categories)*. California: Edits publishers.2001

¹⁶ Cohen, et.al. *Speaking skill through task based learning in english foreign language classroom*.2005

5) Appropriateness

The term appropriateness is related to some variables. When people are communicating they have to see what effects to achieve the communicative purpose.

Those variables are:

1. Setting
 2. Participants
 3. Gender
 4. Channel
 5. Topic¹⁷
- 6) Grammar

For students to organize proper sentences in conversation in both written and oral forms, grammar is a necessity. Grammar is referred to as a methodical approach to determining and projecting an ideal speaker's or hearer's level of language proficiency. This is accomplished via a set of guidelines or rules that can be applied to produce all properly constructed or grammatical sentences in the language¹⁸.

explains that the study of grammar focuses on how words join to produce sentences. Thus, it follows from the aforementioned statement that grammar is a guideline that students require to assemble appropriate sentences in the discussion, both in written and oral forms. The fundamental rules and construction of the language, such as clear and appropriate sentence building and the correct forms of words, are referred to as grammar¹⁹.

¹⁷ Harmer, J. *The practice of english language teaching. (3 rd. ed) longman.2001*

¹⁸ Purpura, J.E. *Assessing grammar. Cambridge: Cambridge University.2004*

¹⁹ Batko, Ann & Rosenheim. *When bad grammar happens to good people; how to avoid common errors in english.2004*

7) Fluency

Speaking accurately, fluently, and communicatively is referred to as fluency. Fluency often refers to the ability to speak easily and continuously. When a teacher wishes to assess a student's fluency during the teaching and learning process, the instructor gives them free rein to speak their minds without being interrupted. The goal is for pupils to communicate clearly and comfortably. The notion is that too much correction impedes conversation flow, the teacher does not correct right away²⁰.

8) Content

Verbal communication is a two-step process that involves both speaking and listening as well as the receptive and productive skills of comprehending. It is crucial to keep in mind that language users actively participate in the process of interrupting and negotiating to mean, so receptive skill does not necessarily indicate passive in both listening and reading²¹.

9) Complexity

Speaking was challenging due to the nature of the material that needed to be communicated, the scope of the assignment, and the interconnections between the many components. The spoken language is more intricate in certain ways. While spoken language is dynamic and intricate, written language is static and thick²².

All of the components that make up a language are fundamentally significant to use and understand, but in certain research problems, special attention is required

²⁰ Pollard. *Reflective teaching: Effective and evidence informed professional practice*.2008

²¹ Aaker, A.David. *Managing brand equity*.1991

²² Brown,H.douglas. *Language Assessment: Principles and Classroom practice Practics, USA: Longman*.2004

to improve some of the components so that the problem can be solved, including pronunciation and fluency difficulties that demand special attention without reducing the significance of other components.

d. Types of Speaking

There are several types of classroom speaking performances that students are expected to carry out in the classroom:

- 1) Short bursts of intensive speaking are a second style of speaking that is widely used in assessment contexts to show proficiency in a certain range of grammatical, phrasal, lexical, or phonological relationships (such as prosodic element-intonation, stress, rhythm, juncture). Directed response exercises, reading aloud, phrase and dialogue completion exercises, and picture-cued exercises with simple sequences and relationships up to the simple sentence level are a few examples of extensive assessment tasks.
- 2) Responsive, Interaction, and comprehension tests were part of the responsive assessment activities, but they were rather limited to very brief talks, polite introductions and small talk, straightforward requests and opinions, and things like that²³.
- 3) Extensive (monologue), Speeches, oral presentations, and narratives fall under the extensive category because there is little to no chance for oral engagement from the audience. This kind requires the listener to participate more actively²⁴.

²³ Brown, H. Douglas. *Assessing Speaking (Oral Proficiency Scoring Categories)*. California: Edits publishers.2001

²⁴ Brown,H. Douglas. *Assessing Speaking (Oral Proficiency Scoring Categories)*. California: Edits publishers.2001

However, the types of speaking needed in classroom action are specified above to allow for increases in students' speaking skill such as sound and stress so that they are able to carry out a conversation according to the required standard so that conversation and presentation in speaking English are more optimal.

e. **Technique of Teaching Speaking Skill**

In teaching speaking or producing skills, we can apply three major stages, which are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activities.

When introducing a new language, the teacher should find out the genre or the text, which is meaningful. In this stage, the teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

f. **Some Theories and Concept of Speaking Skill**

- 1) Additionally, speaking is one of the fundamental components of interaction. In EFL (English as Foreign Language) teaching, it is an aspect that needs special attention and instruction. To provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, conditions, and components that underline speaking effectiveness.
- 2) Three factors are particularly relevant to the process of language learning: motivation (learners with high motivation typically perform better), self-confidence (learners with a positive self-image tend to be more successful),

and anxiousness (low levels of both personal and classroom anxiety are more conducive to second language learning).

- 3) Speaking is an essential component of English language study. Speaking is necessary for effective communication between individuals. A person learns to speak when they are born, and speaking allows them to interact or communicate with other people²⁵.

2. Audio Lingual Method

1) Definition of Audio lingual Method

The term "Army Method" is frequently used to describe the audio-lingual approach. This method of teaching foreign languages is used. The use of reinforcement is one of this method's key characteristics. In other words, positive reinforcement is given to promote the proper application of quality. Negative feedback is offered, however, if a trait is applied incorrectly. This is comparable to the fundamental ideas of behavioral psychology, which places a strong emphasis on the notion of feedback.

The main goal of this approach is to teach a foreign language without using the student's native tongue. As a result, in this manner, pupils who have only been exposed to the target language are taught new grammatical rules. By implementing this technique, the teacher could instruct the class on how to properly apply a certain grammatical rule, for example. The students are predicted to repeat.

²⁵ Richard and Rodgers. *Approaches and methods in language teaching* Cambridge university.1986

The same framework is used. The students repeat the teacher's new terms as she continues to teach them. As obvious as it may appear, this suggests that students are essentially expected to memorize all they are being taught to say.

This is more of a practice, and the learner is expected to keep doing it until they can utilize the phrases or principles they have learned on their own and more naturally. The primary benefit of this approach is that discourse is the primary means of language acquisition. Thus, the reading and writing components are taught later.

This approach to teaching foreign languages offers several benefits and drawbacks, just like every other approach. The teacher dominates the audio-lingual method. This could result in learning more quickly. Little influence over what is being taught is given to the learner. For those who employ this strategy, all of these offer significant benefits. The learner's passive role, on the other hand, is one of the drawbacks. This can have a small demotivating effect²⁶. During World War II, the United States created the Audiolingual Method. For military purposes at the time, it was necessary for people to quickly learn different languages. The army programs were designed to help cadets become conversationally proficient in several foreign languages.

New strategies were required because this was not the aim of standard foreign language courses in the US. The instructor would offer the right model of a sentence, and the pupils would then be required to repeat it, as it relates to language training and is frequently done in the setting of the language lab.

²⁶ <https://www.languageeducation.eu/2022>

The teacher would then go on to give other words in the same structure for the students to sample. In auditory lingual, everything is just learned in form without any specific grammatical instruction. The goal is for the students to practice the specific concept until they can utilize it of their own volition. The lessons are constructed in this way, relying on static drills in which the students have little to no control over their output; the teacher is looking for a specific reaction, and if the student doesn't give it, they will receive bad responses²⁷.

2) Procedure of Audio lingual Method

explained the procedures of Audiolingual Method:

- 1) Students hear a sample conversation
 - 2) Students read the dialogue aloud, line by line
 - 3) A few crucial words or phrases in the dialogue might be modified.
 - 4) The dialogue's key structures form the basis of the pattern
 - 5) various types of drills
 - 6) In the pattern drills, the students practice substitutes²⁸.
- c. A lesson for a video demonstration
- 1) Learning Objectives
 - a) Words like "clean," "wonderful," "vacuum," "cleaner," and "grass"
 - b) Grammar: Making use of the modal verb "would like" Using the highest standard
 - c) Expressions: Of course, I agree. Oh no, not at all! why not Oh. (to indicate dissatisfaction)

²⁷ Freeman, L.diane. *Techniques and principles in language. Oxford university.*1986

²⁸ Richard and Rodgers.*Approach and methods in language teachin.*Cambridge university.1986

- d) Cultural observation: In America, it's common for males to help out around the house.
- 2) Objectives
 - a) With few to no errors, the students will be able to recite the dialogue from memory
 - b) After learning all of the new vocabulary words, the pupils will be able to apply them when reciting the
 - c) making small talk and practicing grammar
 - d) The students will be able to complete the grammatical exercises rapidly, accurately, and fluently
 - e) The students will understand that in the United States, men occasionally do the chores
- d. Video Lesson Steps in Sequence (Dialogue Practice)
 - 1. The educator introduces the discourse and explains what he will do and what the students must do
 - 2. The teacher uses images, gestures, and objects to act out the discussion.
 - 3. The educator recreates the interaction in the same way as before.
 - 4. The teacher guides the class through repetition drills, taking each line of conversation in turn. The teacher moves on to the next line after he determines that the students have sufficiently honed a specific line, but before doing so, he has them recite the entire dialogue they have worked on up to that point.
 - 5. The dialogue is acted out by the speaker and listener. The students are The Woman, and the teacher is The Seller in the first scenario. Then, they switch

places, with the teacher playing the part of a woman and the students of a businessman.

6. The lecturer calls on two students to step up and perform the discussion in front of the class while using props. Then, several more students repeat the process, and so on, as long as there is time.

1) Grammar Practice

With each substitute in the Single Seat Substitution Drill, the educator completes the sentence. The students then complete the sentence after the teacher just says the replacement phrase:

- a) Would you want to have the clean place in town?
 - b) the most beautiful home
 - c) The greenest grass
 - d) The teacher poses the questions and the students respond in the Question-Answer Drill. Next, the students raise some questions, to which the teacher responds.
 - e) The dialogue is provided in writing to the students by the lecturer. The students then repeat while reading after the teacher has read each line.
- 2) The lecturer assigns assignments to the classroom for the following lesson:
- a) Memorize the dialogue to ensure flawless pronunciation.
 - b) Offer a vacuum for sale. (sure, this was a prank)
- e. Teacher Training Discussion Questions Based On The Video
- 1) How can the lecturer explain the dialogue's purpose?
 - 2) Why did the lecturer instruct the class to remain silent after steps two and three of the lesson?

- 3) Often, the teacher will speak a word, sentence, or term before the students do.
How?
- 4) How can the lecturer rectify the pupils' errors? Why, in your opinion, is it carried out in this way?
- 5) Where did the teacher first use the “backward build-up” technique? This is the technique in which the teacher has the class learn the longer sentence by repeating small parts of the sentence, starting from the end and working toward the beginning until the students were saying the whole sentence from the beginning. What is the purpose of this technique? How, exactly, is it done?
- 6) How well did the learners need to be able to say each line before the teacher moved on to the following line in Step four of the lesson? What do you believe the lecturer was expecting from the student's performances?
- 7) Where in the lesson did you see the students do choral (the whole class in unison) repetitions? What other forms of repetition did you see? What pattern in the use of these forms did you see? What purpose do you think this pattern served?
- 8) How does the teacher participate in the dialogue-acting process that the students are engaged in in Step sixth? What action does the educator take when a student has difficulty remembering the words or did something wrong?
- 9) At what point does the lecturer begin using the motions that go along with the dialogue? When exactly does the teacher assign them to the class for the first

time? What response do the learners give? What effect do the motions have on the learners' learning? What for?

- 10) Based on this lesson, what do you expect the students learned? In this lesson's context, what does "to learn" mean (as according audio-lingual concepts)? How well does this reflect your idea of learning?
- 11) How much do the students speak up during class? That is, do they choose when to talk and what to say, or does the teacher, or is it a joint decision? the reason why?
- 12) What is the purpose of the teacher showing the written dialogue to the students at the conclusion of class? Why does the teacher even assign the writing-based interaction to the students?

f. Teacher-Training Activities Based On The Video

Watch the lesson on the tape again and list as many examples of when and how the teacher exercised control. (Under what circumstances? Using what techniques?) Discuss your findings with a partner while keeping in mind that the success of this strategy depends heavily on the teacher having complete control over every aspect of the session. Focus on learning the methods the lecturer used in the lesson's Steps 2, 4, and 7. Step by step, practice the following method with a small group of your teammates until you feel comfortable with your ability to do it without incident:

1) Peer teaching

- a) Play the segment of the tape that corresponds to the lesson that you want to focus on. List the teacher's actions and remarks as you observe them. This

should be done several times until you have a fairly thorough explanation of what the teacher did and how he did it.

- b) Try providing this lesson's section to your friends. Try to sound as as like the teacher on the audio as you can.
- c) Tell your friends to point out your good qualities and areas for improvement. then repeat it.
- d) Watch the tape again to see what else you can learn once each of you has had a chance to experience teaching this section of the course.
- e) Talks about alternative methods for performing the question-answer drill (Step 7). For examples, let the pupils converse with one another individually.
- f) Create a short dialogue of three to five lines for yourself, then practice instructing your friends. When you're done, ask your coworkers to assist you asses to your work for clarity and compliance with audio-lingual standards.
- g. Extensions Of The Demonstration Lesson: Interactive/Communicative activities that are interactive and communicative in the modern sense are not typically included in audio-lingual lessons. As a result, the suggestions for increased activities below don't have to be communicative or engaging.
 - 1) Reading passages
 - a) Choose a brief text that is on a different subject but that has the same grammar rules and/or vocabulary words. (You may either create one yourself or locate one in a book.)
 - b) In order to prepare the kids, go over the grammar (using replacement and other exercises) and introduce any brand-new vocabulary that may be used in the text.

- c) Read each statement out to the class before they do so to provide an accurate example for them to follow.
 - d) Ask the students to read aloud to improve their intonation and pronunciation of words. Make sure to fix any errors as soon as you notice them..
 - e) Use the same sequence of choral repetitions, group repetitions, and individual repetitions that was used to teach the dialogue. Allow individual students to read aloud without previously modeling the phrases, but keep correcting their errors right away.
 - f) Ask comprehensive questions of individual students.
- 2) Controlled writing
- a) The students might complete a supervised writing assignment regarding homework.
 - b) Use the dialogue from the video lesson or create your own using the same structure. Leave some of the words unwritten while you're preparing (as in a cloze test).
 - c) Give copies to the students, write it on the board, or just narrate it. To compose the entire dialogue, have them add details as they go.
- 3) Creative Story-Telling/ Writing
- a) The students are able to write their stories with your assistance. Set the subject in the beginning (in this case, homework).
 - b) Provide each student the first word of the narrative. The first student reads the first line of the story; the second student then repeats it and adds a new word; the third student then begins from the beginning, repeating the first and

second words and adding a new word; and so on. The students take turns in this way, developing the story as it moves around the room.

- c) Verify the story's coherence as well as the accuracy of the grammar and pronunciation. Make changes right away. Assist students who are having trouble coming up with phrases. Keep things exciting and lively.
- d) Request that the students narrate the tale to you after the tale has been read aloud once to the class. They can write it in their notebooks after you write it on the board. You can work with groups of 12 to 15 students at a time in large classrooms while the others observe and write notes.

4) Minimal-Pairs Pronunciation Practice

You can have the students conduct minimal-pair drills for specific pronunciation practice with challenging sounds. The vowel sounds in grass and loan would be a nice pair to study after this lesson, obviously depending on the students' first languages.

For model teachers, a fundamental minimal pair drill is the repetition of pairs of phrases that are identical acoustically with the exception of one sound (for instance, lawn/loan). For example, Spanish speakers frequently struggle to distinguish between the /i/ and /iy/ sounds in the words ship and sheep. For Spanish speakers studying English, the following could be an example of a minimal-pair exercise:

ship/sheep; lip/leap; hip/heap; dip/deep

Foreign language learners sometimes struggle to distinguish between pairings like thin/tin, lake/rake, pin/bin, wine/vine, sing/sink, pool/pull, etc. The following method makes it simple to create your own minimal-pair list. Create a brief list of

word pairings, preferably using words that the kids are already familiar with. Choose word combinations with just one different sound, please. Consider this:

- a) Would the incorrect pronunciation of this sound modify the word's meaning?
- b) Are your students having problem to pronouncing this sound?
- c) Do the word pairings perfectly match except for this one distinctive sound?
- d) Practice saying the words out to your students, first separately and then in partners. Request a repetition from the class. They can learn how to say them and hear them correctly in this way. (It is beneficial to have visual aids to illustrate the vocabulary for beginner students.)

5) Charades

A crucial and helpful tactic for this method is to demonstrate and act out words and phrases to convey their meaning. Playing a game of charades with your coworkers will help you hone your skills:

- a) Select vocabulary from the sentences, expressions, or phrases in the textbook or program you are using in class (instead of movie or book titles).
- b) Play against A and B teams. On small pieces of paper, each team writes various words, phrases, etc (one item per piece of paper).
- c) Participants fold the pieces of paper so that they are unreadable and place them in two small receptacles, such as a hat or box.
- d) One member of Team A selects a sheet of paper from Team B's collection. The next step is to perform the meaning of what is written on the paper for his or her own team members in front of them for three minutes. The team's goal

is to identify the word printed on the paper within the allotted three minutes. If they are successful, their team gets one score.

- e) Next, it's Team B's chance to send one of their members to select a piece of paper from Team A's possession and perform it for the group. Anything other than speaking, writing, or pointing at the object can convey the message it self²⁹

g. Advantages and Disadvantages

there are the advantages and disadvantages of the Audio-lingual Method:

1) Advantages

- a) A step away from the Grammar Translation approach, it tries to improve speaking and listening skills.
- b) The benefits of using visual aids in vocabulary instruction has been established.
- c) It was the initial strategy to be founded on empirically supported hypotheses of language and cognitive factors.
- d) This method expanded the reach of the language learner by using simpler procedures.
- e) Language patterns' syntax evolution is given greater weight than their lexicon and morphological.
- f) Learning a foreign language involves developing a variety of skills.
- g) They promote the use of a simple technique³⁰

2) Disadvantages

²⁹ Jerald Michael, *https://americanenglish.state.gov/ Language Teaching Methods Teacher's Handbook(1).2022*

³⁰ Kathleen, M. Bailey. *Practical english language: Speaking. Mc graw hill.2005*

- a) The teacher only read the dialog and the students repeat it
- b) The process makes the students inactive learners because they are dissatisfied with the material.

B. Previous Related Findings

Some researchers have used a small number of subjects in their research technique methods in teaching speaking, a few of which are as follows:

there were found that 4 students in the classroom that completed the KKM test, given that their average test score was 55,4. Furthermore, based on the outcomes of Test 2, 15 of the class's pupils passed the KKM, with a mean score of 65. The results demonstrate that the students have made great progress; the better scores on tests 1 and 2 provide evidence of this development. Students responded positively to the survey questions, and furthermore, remote learning: speaking competence would be an alternate technique inside an online teaching class. The information was scored at 82,3%, which means “strongly agree”.³¹

The data were collected through observation and speaking test; the data were analyzed by using quantitative method. After analyzing the data by using t-test formula, the result of the t-test value (20.8000) is bigger than value (12.8000). this indicated that the hypothesis of the research accepted. The result of the research there is the significance difference in using picture series before and after treatment of the students improvement in english learning process. The researcher find that picture series was easy to use so they could speak with picture series easily. Speaking procedure through picture series brought the students to the new kind of situation. It

³¹ Ismaliani. GM. Remote learning: *speaking skill at vocational high school 1 pinrang. English department of tarbiyah faculty, state islamic institute (IAIN) parepare.2020*

would help both the teacher and students to revise the students speaking and made speaking more fun than the way it used to be.³²

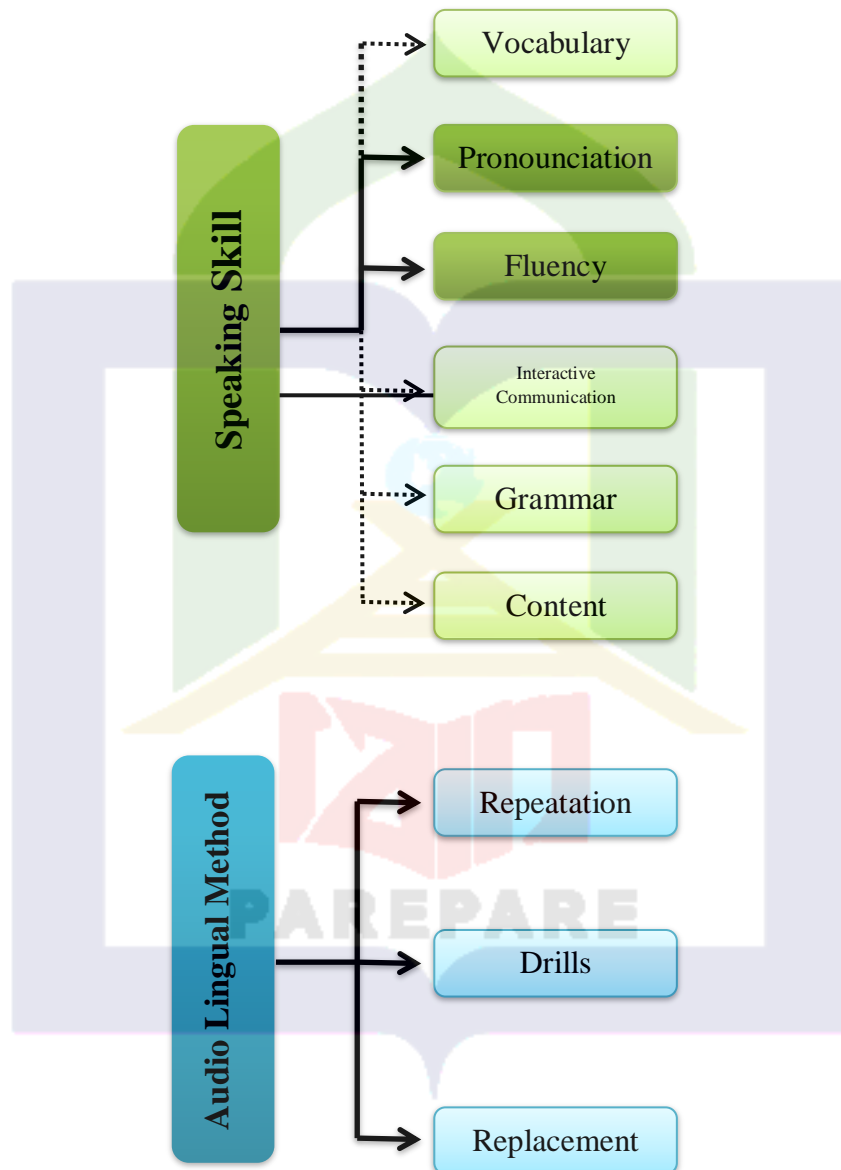
Based on the aforementioned research findings, the researcher is employing the audio lingual method to improve students' speaking abilities since it can finish the earlier research. Additionally, using the Audio - lingual Method is a simple way to quickly boost students' speaking abilities.



³² Nurhidayah. *The effectiveness picture series to improve students speaking skill at the eleventh grade students of SMKN 9 pinrang*.2016

C. Conceptual Framework

The conceptual framework this research will be given in the following diagram :



Speaking is an activity carried out orally to exchange information carried out by two or more people on the condition that both of them understand the language

used by each other which is marked by the presence of sounds produced as a sign that an idea or argument has been conveyed. speaking as the ability to express oneself. Speaking is also referred to as an act of reporting through spoken words with the ability to speak. Speaking in English is related to what is perceived, experienced, heard, and verbally conveyed. If more than one person speaks, a dialogue or interaction will result. The ability to pronounce words or articulation sounds in order to communicate, state, and convey ideas, thoughts, and feelings is referred to as speaking. More generally, speaking can be seen of as the most crucial human social control mechanism since it makes considerable use of physical, psychological, neurological, semantic, and linguistic aspects.

The term "Army Method" is frequently used to describe the the Audio-lingual method. This method of teaching foreign languages is used. The use of reinforcement is one of this method's key characteristics. In other words, positive reinforcement is given to promote the proper application of a quality. Negative feedback is offered, however, if a trait is applied incorrectly. This is comparable to the fundamental ideas of behavioral psychology, which places a strong emphasis on the concept of reinforcement. The main goal of this approach is to teach a foreign language without using the student's native tongue. As a result, in this manner, pupils who have only been exposed to the target language are taught new grammatical rules. Using this approach, the instructor would explain the proper approach to use, for example, a particular grammatical rule to the students. The students are anticipated to repeated.

D. Hypothesis

Hypothesis as follow:

1. Null hypothesis (the implementation of Audio Lingual method is not effective to increas speaking skill
2. Alternative hypothesis (the implementation of Audio Lingual method an effective to increas speaking skill)

E. Variable and Operational Definition

1. Variable

Variable There are two variables in this study, namely dependant variable and Independant variable. The dependent variable is Audio Lingual method, and the independent variable is speaking skill.

2. Operational definition

- a. The students improving speaking skill is the result and succesfullness as well as progress of student speaking skill. In this case the researcher focus to improving students pronunciation,fluenty when the students convey their ideas in english speaking at MTs DDI Patobong.
- b. The Audio Lingual is method, this method will be a solution for all students to improve their speaking skill. In connection with element of speaking the researcher focus in students pronunciation.

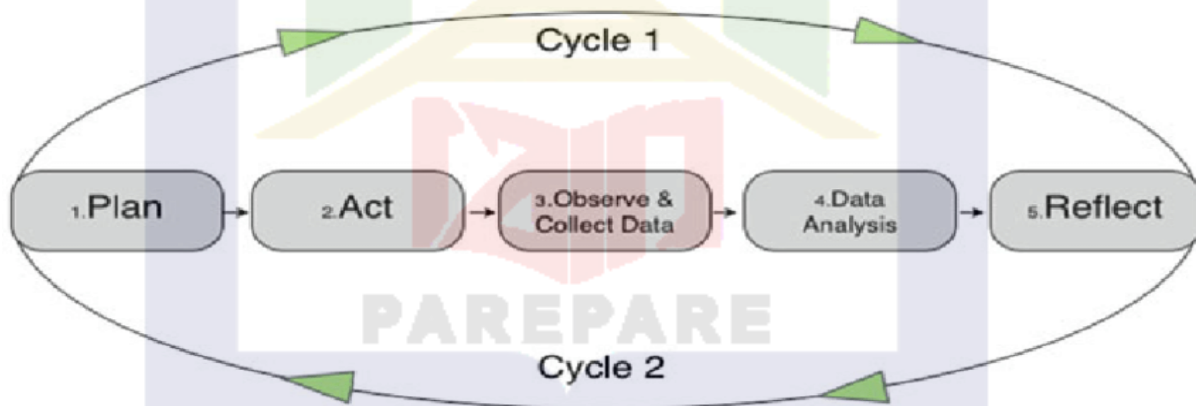
CHAPTER III

RESEARCH METHOD

A. Research Method

Stephen Corey invented classroom action research in the field of education, and he used it as a research strategy for instructors. Since teachers, administrators, and supervisors will all be involved in the search for solutions and implementation of the research findings, Correy asserts that Classroom Action Research will make it simple to make changes to educational activities and practices. After Corey published "Action Research to Improve School Practice," the impact of classroom action research (CAR) in the educational field grew³³.

The cycle of Classroom Action Research can be drawn as follows³⁴:



CAR stands for "classroom, action, and research," three terms. Research is the process of looking into something using certain methodology to gather data or

³³ Corey, stephen M. *Action research to improve school practice*. New york: teacher college, columbia university.1953

³⁴ Kemmis and taggart. *The action research planner: doing critical participatory action research*.Libraries worldwide.1982-2014

information that can help enhance the quality of something, be interesting to researchers, or be otherwise significant. Action is planned behavior to achieve a specific objective. A class is defined as a group of pupils receiving the same instruction from the same teacher at the same time. Here, the term "classroom" refers to both a physical location and a group of students engaged in active learning³⁵.

B. Subject and Population of The Research

The Junior High School Mts DDI Patobong eighth graders were the subjects of this study the 2020–2021 academic year. There were 26 students in all, with 14 males and 12 females as the study's subject, therefore researchers will collaborate with teachers and friend, namely Mirnawati B.S.Pd and Gusti.S.Pd.

C. Location and time of the Research

The location of this research took a place at MTs DDI Patobong the researcher used quantitative and qualitative research that has several time to collect and analyze data with the duration of the research is 45 days.

D. The instrument of the research

Researchers used tests to determine students' speaking ability. There are two types of instruments: a language test and an observation test. Speaking tests are used to determine a student's ability to speak, while observation tests consist of student activities that must be observed during the teaching and learning process. was used to determine whether audiolingual methods could improve students' speaking ability Mts DDI Patobong.

³⁵ Arikunto Suharsimi. *Research procedure: A practice approach*. National library of the republic Indonesia.2004

E. Procedures of Collecting Data

In the last few years English has become a compulsory subject for junior high school students in Indonesia as well as a foreign language that is needed meanwhile at the university this language has become one of the majors that are quite attractive to students with various motivations with a long background, one of the fundamental things is speaking in English itself. Some of the difficulties experienced are self confidence when they want to express their ideas in English. The cause is the fear of making mistakes such as pronunciation incorrect. Besides that, the lack of memorizing vocabulary is an obstacle that often makes students unable to speak English fluently and spontaneously however the lack of practice in speaking English even with conversations that are commonly used in daily life based on these complex difficulties researchers are trying to develop students' speaking skills with the steps taken when carrying out research. This study will be conducted using the classroom behavioral research method. This will consist of two cycles of him and four sessions of her each cycle. first cycle consists of four steps. As follow:

a. Plan

Then, the researcher gets prepared what the student will have to do in the action step. He prepared all means to obtain valid data such as: Speaking Test Materials, Observation Guidelines, and Questioners.

b. Action

In general, the procedures of the action in each cycle are:

The First Cycle:

1. The researcher introduces the audiolingual method.

2. The researcher mentions and repeats a few words related to the conversation.
3. I tell my students to follow him.
4. Researcher reads a short dialogue.
5. Have the students follow him.
6. Divide students into groups of two.
7. Have students memorize the conversation. Eighth. Each group will practice speaking in front of the class.

The Second Cycle:

1. Researcher reads a short dialogue.
2. Have the students follow him.
3. The researcher reads a short dialogue.
4. Have the students follow him.
5. Divide the student into his two groups.
6. Have students do the conversation.
7. Each group will practice speaking in front of the class.

c. Observation

In this step, researchers observe what is happening in the classroom and what students are doing in the classroom. he also need to pay attention to weaknesses in the learning process. He records all student activities during various teaching and learning processes. Your writing or notes will be evaluated for the next step.

d. Evaluation and Reflection

In this step, the researcher analyzes the vulnerabilities seen during observation. After analyzing the vulnerability, he looks for the problem that caused the

vulnerability. In addition, this step requires you to think about what you have to do in the next step.

F. Technique of Data Analysis

After collecting the data, researchers analyzed them to obtain valid data. For the analysis of the data he used two techniques. they are:

1. Quantitative Data

Quantitative data was accumulated from the results of tests run at the end of the cycle (performance data). Regarding the performance data, the analysis is as follows.:

a. Comparative Descriptive Analysis

Student performance is analyzed through comparative descriptive analysis. This analysis compares student performance to overall cycle performance.

b. Statistic Analysis

Researchers used statistical analysis to know the student's performance in each cycle. Scoring and classifying the students' ability as suggested by Heaton (1988), the aspects are pronunciation, fluency. The steps are follow:

Table1. Scoring Pronunciation

No.	Classification	Score	Criteria
-----	----------------	-------	----------

1	Excellent	81-100	The main language is only very marginally affects pronunciation..
2	Very good	71-80	Some small grammar mistakes, but the most of the statements
3	Good	61-70	are true.
4	Fair	51-60	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors.
5	poor	41-50	Pronunciation is still moderately influenced by the mother-tongue but serious phonological errors.
6	Very poor	40	The main language has a significant impact on pronunciation, and mistakes can prevent clear communication.

			Extremely basic grammatical and vocabulary problems, along with serious pronunciation difficulties.
--	--	--	---

Table2. Scoring of Fluency

No.	Classification	Score	Criteria
1	Excellent	81-100	the speaker sometimes looks for words, although there are only one or two particular lags.
2	Very good	71-80	Take a little time. Despite this, the pronunciation was mostly fluid with only a few artificial pauses.
3	Good	61-70	Although he has to make an effort and search for words. There are not too many unnatural pauses.
4	Fair	51-60	Rather halting delivery and

5	poor	41-50	fragmentary. Range of expression often limited.
6	Very poor	40	Long pauses while searches for the desire meaning. Full of long and unnatural pauses. ³⁶ .

Table 3. Scoring of Comprehensibility

No	classification	Score	Criteria
----	----------------	-------	----------

³⁶ Rahmat. *Using total physical response to increase students' speaking ability in producing imperative sentence at second grade of junior high school 4 takalar regency. Thesis of bachelor degree, faculty of tarbiyah and teaching science. UIN Alauddin makassar.2013*

1	Excellent	81-100	Easy for the listener to understand the speaker intention and general meaning, very small interruption.
2	Very good	71-80	The speaker intention and general meaning are fairly clear.
3	Good	61-70	Most of what the speaker say is easy to imitate.
4	Fair	51-60	Necessary to help him to convey the message.
5	Poor	41-50	Only small bits usually short sentence and phrases can be understood.
6	Very poor	40	Hardest anything of what is said can be understood.

a. Scoring the students correct answer of speaking test³⁷.

Scoring : $\frac{\text{Students' correct answers}}{\text{Total number of items}}$

c. Classifying the score of students by using following scale:

Table 3.3. Classification Score of Students

Scale	Classification
81 – 100	Excellent

³⁷ Pusat kurikulum:32,,2006

71 – 80	Very good
61 – 70	Good
51 – 60	Fair
41 – 50	Poor
40	Very poor

c. Calculating the rate percentage of the students score³⁸:

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

Where:

% : Percentage

F : Frequency

N : The total number of the students

d. The mean score of the students' achievement:

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

Where :

X = Mean score

$\sum x$ = The sum of all score

N = The number of subject (student)

³⁸ Gay. L.R, *educiaonal research. Colombus: Charles. E. Merryl publishing companys.1981*

2. Qualitative Data

A qualitative study was obtained from observational guidelines used during each cycle of treatment. include information about learning activity, happiness, excitement, and interaction.



CHAPTER IV

FINDING AND DISCUSSION

This section portrays the finding and the conversation of this examination in the discovery area the analyst show every one of the exploration. In the conversation segment the analyst dissects and talks about every one of the information in the tracking down area. He analyzes the information gathered during the two distinct cycles. The issue proclamations of this study are additionally replied to in this segment.

A. Findings

There are some problems in learning English, especially speaking. According to interviews with English teachers, speaking is the most complicated part. This is because spoken and written English is different and the proficiency of students is rather low. When learning to speak, students are unable to express their thoughts due to their limited vocabulary, students always think English is difficult, and they lack the confidence to speak in their mother tongue or Bahasa. The aim of this research is to clarify whether English education using the audio lingual method is an effective method and suitable for the proficiency level of students.

Effectiveness of the Audio-lingual method in Improving Students' Speaking Ability The study results explained that the study provided students' knowledge before and after using audio lingual method. This section is divided into two parts, there are finding in first cycle and second cycles are explanations below:

1. The First Action
 - a. Plan

In the teaching and learning process was applied a model of Audio lingual method. Teacher and students had to participate in classroom activities. In this step the researcher prepared what have to do in the action step.

1. Providing list of vocabulary to the students'
2. Teacher plays Audio about daily conversation after native speaker all students' then repeats it
3. Motivating the students who are afraid to make mistake, shy and do not want to speak up.

2. Action

The action consisted of three actions. In the first action, students were tested, and in the second session, researchers applied audiolingual methods to the teaching and learning process.

1. The first Action

at this meeting. The researchers introduced the audiolingual method and described the material to generate situational conversation. The researcher then gives the student a written list of situational conversations.

2. The second Action

In this part, the researcher applied of the Audio lingual method and the procedure are:

- a) The researcher given a material that had been wrote on a paper about situational conversation.
- b) The researcher read the situatioan conversation and the students repeat after the teacher.

- c) Appointing one of the student to pronouncing situational conversation loudly.
- d) Divided the students into group and each group should read loudly the situational conversation

3. The third Action

In this section, researchers did not use that procedure of Audio lingual method but the competency test was given to the students to measure their performance in production. situational conversation. It was a written test asking students to translate situational conversation into the English.

c.Observation

The first and second meetings were observed by researchers and collaborators. They watched the students work together and helped them friend Understand the materials and understand what the class status was at the time of application of Audio lingual method. They also wanted to see improvements in student performance and see if audiolingual methods could improve students' ability to participate in contextual conversations. We used observational guidelines that were developed prior to conducting the study. We analyzed the results of our observations to find weaknesses in the teaching and learning process. At the third meeting, students were not observed in their teaching and learning process as they were given first cycle proficiency tests.

This test was very important in confirming the improvement of the student's production ability situatuinal conversation. The aspect which where considered during teaching and learning procces were learning activities feeling of happiness, excitement and interaction, below:

The teaching and learning process was not the maximal. There are still some descriptions that need to be improved. So there is still room for improvement in the next few cycles, but there were also some explanations that worked well. of students were doing what teachers wanted, so there were several indicators that satisfied teachers. 43% Percentage of students completing assignments based on teacher instructions, 60% of them did not sleepy during the teaching and learning procces and 68% of the students worked together with their firend.

On the other hand, looking at the data above, we can see that there were many indicators that needed to be improved. As a result, teachers often try to explain to students and have to work hard to get students to know and understand the material. The observation result is 30% of them asking question to their teacher if there is an instruction was not clear, 25% about their friends' jobs several of the students provided feedback and suggestions., 25% of the students presented their discussion findings without the teacher's appointment, 65% of the students discussing and working together with their friends in doing assigment, 65% of the students looking happy and excitement in teaching and learning procces, 30% of students discussing with their teacher and 60% of them discussing with their friends.

Based on the explanation above, the researcher concluded that there were some indicators which did not perform maximal, because of that were:

1. No longer all students may want to translate bahasa into english
2. Some of Students expressed dissatisfaction at their limited vocabulary
3. There are some student look shy to speak up to their teacher
4. The condition in the classroom was crowded.

5. The students were unable to talk with their friends because of time constraints.

In addition to the researcher administers a competency test to students to gauge their understanding of the subject during the teaching and learning process, as well as to see if the Audio - lingual approach may help students with their problems and enhance their ability to construct sentences. The students' mean score in the first cycle was 79,3 and their average test score was 63,4, which is seen as a significant improvement in the students' performance.

d. Reflection

Based on observation data and test scores is not bad so that the researchers need to stabilize in second cycles.

2. The second cycles

a. Plan

surely the plan for the cycles the identical due to the fact there may be a lesson plan that students do paper competence take a look at. the second one cycles achieved for three meetings, there's an emphasis on strengthening of the weak point in their first cycle. The stabilization of the moves with the intention to be progressed are:

- 1.The usage of time as goog as viable, so that all the plans may be accomplished properly.
- 2.Motivating the students who are afraid, shy and not want to speak up.
- 3.Making a glosarry of vocabulary to assist in generating sentences.

4. Giving reinforcement and summarizing the material.

b. Action

Primarily the motion in the first cycle and the second one cycle have been just the same but the researcher targeted on the stabilization of the primary cycle to decrease the weakness in the first cycle.

1. The first Action

In this segment the primary meeting to the second cycle the researcher still used technique of Audio lingual method like the first cycle, the ones strategies had been given below:

- a. Coming into the class and greeting all the students
- b. Telling to the students what they will do and what substances might be studied
- c. The researcher asked the students to come to be a volunteer
- d. The researcher instructed them to converse with their companion and practice in front of their friends.

3. The second Action

The researcher continued to employ the audio lingual method during the second meeting of the second cycles, just as he had done during the first cycle. These steps were listed below:

- a. greeting each student as researchers come into the class.
- b. describing the students' actions to them
- c. putting students' into small groups
- d. Every group has two students.

- e. Following partner selection, they are permitted to engage a conversation.
- f. The researchers participants were required to memorize the conversation and practice it in front of the class
- g. Each partner stands up to practice speaking in front of their students’.

4. The third Action

The researcher tested the students' skills during this meeting to gauge their level of understanding improvement and achievement of teaching and learning proces in producing situational conversation using Audio lingaul method.

a. Observation and evaluation

There were three aspects of learning activities that were observed during the teaching and learning process in the first and second cycles: interaction, excitement, and feeling happy. The researchers and partners employed the observational guidelines to observe each of the variables that made up the teaching and learning process.

The third cycle's observation and assessment findings revealed an improvement in the student's classroom participation, but on the other hand, it showed the student's achievement and the student's activities during the teaching and learning process.

The student's actions did show some improvement based on the results of the first cycle. The explanations above revealed a very significant improvement, which made the researcher and collaborators

very happy. Most of the indicators that did not perform as expected had two main contributing factors: students did not have enough time to complete all of the activities, and some students needed more time to begin speaking because they are shy and nervous.

90% of the students completed their assignments according to the teacher's instructions for the first indicator, 50% of the students asked questions for the second indicator when the teacher's explanation was unclear or they did not understand, 60% of the students offered comments and suggestions for their friend's task for the third indicator, and 75% of the students wanted to present the results of their discussions without the teacher's permission for the fourth indicator assignment those result made their teacher felt happy and excited.

Table 4.1. Comparison the Students' Mean Score between the First Cycle (C1) and the Second Cycle (C2)

Respondents	Cycle 1	Cycle 2
Students 1	70	78,5
Students 2	75,5	78
Students 3	78,5	81
Students 4	76,5	80,5
Students 5	81	83
Students 6	81,5	83,5
Students 7	77	81
Students 8	79	81,5

Students 9	82,5	83,5
Students 10	74	82
Students 11	85,5	88
Students 12	86	87,5
Students 13	80,5	82
Students 14	80	82,5
Students 15	81	81,5
Students 16	78,5	82,5
Students 17	77,5	79
Students 18	79,5	81
Students 19	82,5	81
Students 20	80	81
Students 21	75	80
Students 22	73,5	77,5
Students 23	82,5	84,5
Students 24	81	84,5
Students 25	80	82
Students 26	84	85,5
Total	2062,5	2132,5
Mean Score	79,3	82,1

According to the table above, student scores increased from the first cycle to the second cycle. The test's mean score for students in the first cycle was 79,3, while

in the second cycle, it was 82,1. Excellent progress was made in the student's performance.

d.reflection

At the conclusion of this study, the pupils' scores rose significantly. The researcher was really pleased and proud of this. One student received a test score of 86 in the first cycle, and one student received a score of 87,5 at the end of the second cycle. Additionally, the test's lowest score in the first cycle was 70, which was earned by only one student, and the test's lowest score in the second cycle was 77,5, which was earned by just one student. because the researcher's goal was met, this research was ended.

Beyond the second cycle's gain in student scores, the students' enthusiasm and collaboration rose as they assisted one another in understanding and were inspired to learn from others.

B. Discussion

To help the students' speaking abilities, the researcher would like to break down this topic into manageable chunks. Based on the indicators the researcher used to gauge the students' speaking skills, including pronunciation and fluency, as well as the learning activities, students' feelings of happiness and excitement, and their interactions with one another, it was evident that the audio-lingual method was successful in enhancing the students' speaking skill.

The behavioral psychology foundation is used in the audio-lingual approach. Similar to structural linguistics, behaviorism is a sentimentalist approach to studying human behavior. According to behaviorists, a human being is an organism capable of a diverse range of behaviors. Three essential learning components are required for the

accuracy of these behaviors a stimulus that serves to elicit behavior; responses that are prompted by a stimulus and reinforcement that serves to identify appropriate or inappropriate responses and promote repetition in the future.

Since students' accomplishments and performance improved between the first and second cycles, the primary goal of the study was to help students develop their speaking skills and solve their speaking difficulties. Even though it still needs additional stabilization, it must come to an end because time is of the essence, and all of the kids passed the lesson and received top marks. However, that would be great news and the researcher would be extremely happy if someone wanted to carry out this research in the future.

The first and second meetings were observed by researchers and collaborators. They watched the students work together and helped them understand the materials and understand what the class status was at the time of application of Audio lingual method. They also wanted to see improvements in student performance and see if audiolingual methods could improve students' ability to participate in contextual conversations. We used observational guidelines that were developed prior to conducting the study. We analyzed the results of our observations to find weaknesses in the teaching and learning process. At the third meeting, students were not observed in their teaching and learning process as they were given first cycle proficiency tests.

This test was very important in confirming the improvement of the student's production ability situational conversation. The aspect which were considered during teaching and learning process were learning activities feeling of happiness, excitement and interaction, below:

The teaching and learning process was not the maximal. There are still some descriptions that need to be improved. So there is still room for improvement in the next few cycles, but there were also some explanations that worked well. of students were doing what teachers wanted, so there were several indicators that satisfied teachers. 43% Percentage of students completing assignments based on teacher instructions, 60% of them did not sleepy during the teaching and learning proses and 68% of the students worked together with their firend.

On the other hand, looking at the data above, we can see that there were many indicators that needed to be improved. As a result, teachers often try to explain to students and have to work hard to get students to know and understand the material. The observation result is 30% of them asking question to their teacher if there is an instruction was not clear, 25% about their friends' jobs several of the students provided feedback and suggestions., 25% of the students presented their discussion findings without the teacher's appointment, 65% of the students discussing and working together with their friends in doing assigment, 65% of the students looking happy and excitement in teaching and learning proses, 30% of students discussing with their teacher and 60% of them discussing with their friends.

Based on the explanation above, the researcher concluded that there were some indicators which did not perform maximal, because of that were:

6. No longer all students may want to translate bahasa into english
7. Some of Students expressed dissatisfaction at their limited vocabulary
8. There are some student look shy to speak up to their teacher
9. The condition in the classroom was crowded.

10. The students were unable to talk with their friends because of time constraints.

In addition to the researcher administers a competency test to students to gauge their understanding of the subject during the teaching and learning process, as well as to see if the Audio - lingual approach may help students with their problems and enhance their ability to construct sentences. The students' mean score in the first cycle was 79,3 and their average test score was 63,4, which is seen as a significant improvement in the students' performance.

d. Reflection

Based on observation data and test scores is not bad so that the researchers need to stabilize in second cycles.

2. The second cycles

a. Plan

surely the plan for the cycles the identical due to the fact there may be a lesson plan that students do paper competence take a look at. the second one cycles achieved for three meetings, there's an emphasis on strengthening of the weak point in their first cycle. The stabilization of the moves with the intention to be progressed are:

5.The usage of time as goog as viable, so that all the plans may be accomplished properly.

6.Motivating the students who are afraid, shy and not want to speak up.

7.Making a glosarry of vocabulary to assist in generating sentences.

8. Giving reinforcement and summarizing the material.

b. Action

Primarily the motion in the first cycle and the second one cycle have been just the same but the researcher targeted on the stabilization of the primary cycle to decrease the weakness in the first cycle.

2. The first Action

In this segment the primary meeting to the second cycle the researcher still used technique of Audio lingual method like the first cycle, the ones strategies had been given below:

- a. Coming into the class and greeting all the students
- b. Telling to the students what they will do and what substances might be studied
- c. The researcher asked the students to come to be a volunteer
- d. The researcher instructed them to converse with their companion and practice in front of their friends.

5. The second Action

The researcher continued to employ the audio lingual method during the second meeting of the second cycles, just as he had done during the first cycle. These steps were listed below:

- a. greeting each student as researchers come into the class.
- b. describing the students' actions to them
- c. putting students' into small groups
- d. Every group has two students.

- e. Following partner selection, they are permitted to engage a conversation.
- f. The researchers participants were required to memorize the conversation and practice it in front of the class
- g. Each partner stands up to practice speaking in front of their students’.

6. The third Action

The researcher tested the students' skills during this meeting to gauge their level of understanding improvement and achievement of teaching and learning proces in producing situational conversation using Audio lingaul method.

b. Observation and evaluation

There were three aspects of learning activities that were observed during the teaching and learning process in the first and second cycles: interaction, excitement, and feeling happy. The researchers and partners employed the observational guidelines to observe each of the variables that made up the teaching and learning process.

The third cycle's observation and assessment findings revealed an improvement in the student's classroom participation, but on the other hand, it showed the student's achievement and the student's activities during the teaching and learning process.

The student's actions did show some improvement based on the results of the first cycle. The explanations above revealed a very significant improvement, which made the researcher and collaborators

very happy. Most of the indicators that did not perform as expected had two main contributing factors: students did not have enough time to complete all of the activities, and some students needed more time to begin speaking because they are shy and nervous.

90% of the students completed their assignments according to the teacher's instructions for the first indicator, 50% of the students asked questions for the second indicator when the teacher's explanation was unclear or they did not understand, 60% of the students offered comments and suggestions for their friend's task for the third indicator, and 75% of the students wanted to present the results of their discussions without the teacher's permission for the fourth indicator assignment those result made their teacher felt happy and excited.

c.reflection

At the conclusion of this study, the pupils' scores rose significantly. The researcher was really pleased and proud of this. One student received a test score of 86 in the first cycle, and one student received a score of 87,5 at the end of the second cycle. Additionally, the test's lowest score in the first cycle was 70, which was earned by only one student, and the test's lowest score in the second cycle was 77,5, which was earned by just one student. because the researcher's goal was met, this research was ended.

Beyond the second cycle's gain in student scores, the students' enthusiasm and collaboration rose as they assisted one another in understanding and were inspired to learn from others.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the discussions, the researcher came to the conclusion that using the audio lingual method led to improvements in the eight-grade students' speaking skill at the Islamic boarding school Mts DDI Patobong.

1. Drilling word exercises in the first cycle of the audio lingual approach shown to improve the students' speaking ability in constructing imperative sentences from average 63,4 at the test to average 79,3 at the test in the first cycle.
2. Drilling sentence activities used in the second cycle of the audio lingual approach have been shown to improve students' speaking skills in constructing imperative sentences from report average 79,3 at the test in the first cycle to average 82,1 at the second cycles.
3. The students' speaking skill could be enhanced by using the audiolingual method. It is proven by the fact that test results consistently improve and that students enjoy their active learning.

B. Suggestion

The result of this research suggest that:

1. In order to provide students ample time to develop their speaking skills, English teachers should give students more speaking practice in the classroom.
2. researchers does classroom action research as a research technique to aid students in learning the content. The primary goal of classroom action research is to recognize and address issues that students have in the classroom

so that they can then improve their performance. Both the teacher and the students benefit much from it. Therefore, if a teacher or lecturer notices that their students are having difficulties with the teaching and learning process, they should implement classroom action research.

3. To maximize student practice in speaking English, it is no less important for a teacher to provide a stimulus in the form of motivation so that all students in the class or at least most of them can reduce the worry of making mistakes when pronouncing words so that gradually they are able to do it more calmly and get used to it.
4. Lack of students' English vocabulary is a common thing faced by teachers so there is no need to worry and act excessively because this problem is not impossible to solve immediately with several methods and approaches given to students such as being directed to understand basic vocabulary as examples of sentences that are commonly spoken in English. daily activities to various kinds of words that are common around us such as objects at home, in class and sentences in the form of excuse me and greetings so that a real picture of the importance of having sufficient vocabulary will be more psychologically felt by students.

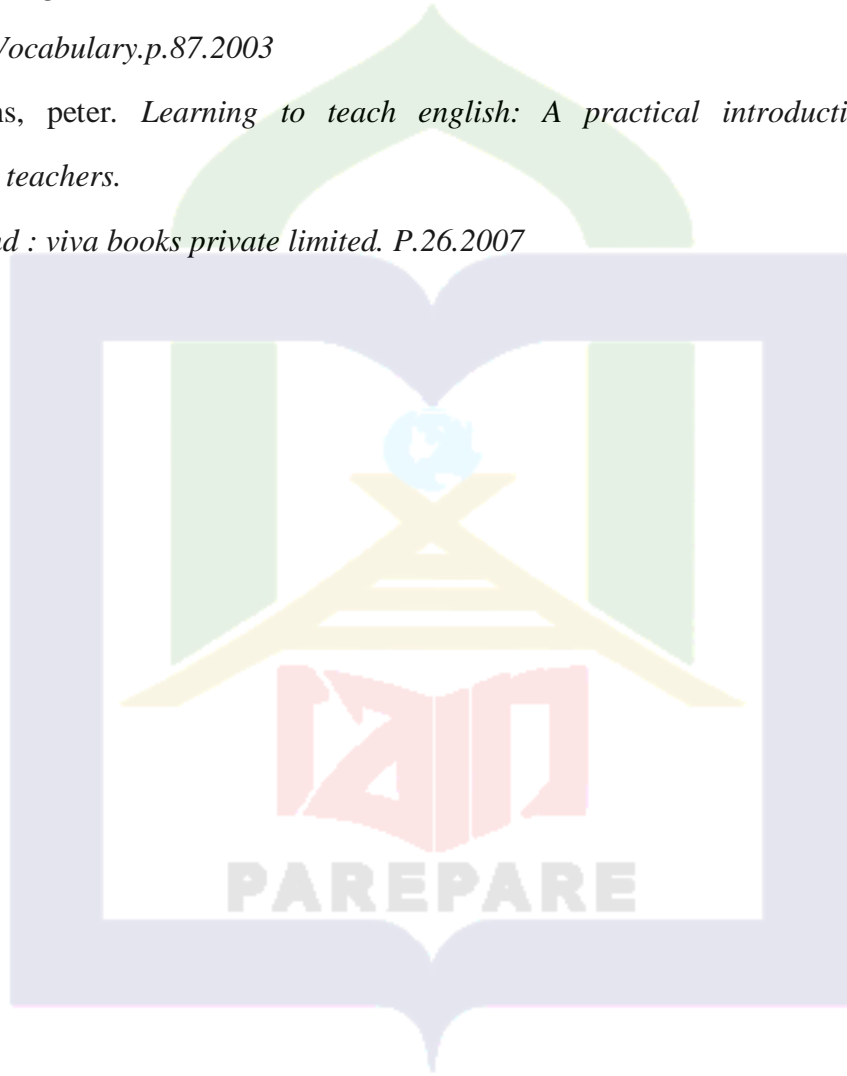
BIBLIOGRAPHY

- Aaker, A.David (1991). *Managing brand equity*
- Batko, Ann & Rosenheim.(2004). *When bad grammar happens to good people; how to avoid common errors in english*
- Brown, H. D. (2001). *Assessing Speaking (Oral Proficiency Scoring Categories)*. California: Edits publishers.
- Brown, H. Douglas. (2001). *Assessing Speaking (Oral Proficiency Scoring Categories)*. California: Edits publishers.
- Brown,H. Douglas.(2001). *Assessing Speaking (Oral Proficiency Scoring Categories)*. California: Edits publishers.
- Brown,H.douglas(2004). *Language Assessment: Principles and Classroom practice Practics, USA: Longman.*
- Cohen, et.al,(2005). *Speaking skill through task based learning in english foreign language classroom.*
- Corey, stephen M. (1953). *Action research to improve school practice. New york: teacher college, columbia university.*
- Erdila.2019. *The use of audio lingual method to improve students speaking ability (class room action research at tenth grade students of SMKS 15 Taruna indonesia kota Bengkulu in academic years 2018/2019)*
- Frazer.H, (2001). *Teaching pronunciation: A handbook for teachers and trainers*
- Freeman, L.diane (1986). *Teachniques and princeples in language. Oxpord university.*
- Fries,C.C. *Teaching and learning english as a foreign language. Ann Arbor: University of michigan press. 194.*

- G.M. Ismaliani,. Remote learning: *speaking skill at vocational hoght school 1 pinrang. English department of tarbiyah faculty, state islamic institute (IAIN) parepare.2020.*
- Gay. L.R, *educiaonal research. Colombus: Charles. E. Merryl publishing companys.1981 Guidelines for 2013 Curriculum Training and Education*
- H. Douglas Brown. *Teaching by principle : an interractive approach in language pedagogy, (2nd Ed), (new york:longman 2001),p.68*
- Harmer,J.(2001). *The practice of english language teaching. (3 rd. ed) longman*
- Hasanah Lukluatul,(2021). *The effect of Using Audio Lingual method on students' speaking skill at SMA karya pengalihan indragiri hilir (used cluster random sampling).*
- Henry Guntur Tarigan. *Semantic teaching.1985 <https://www.languageeducation.eu/2022>. Ibid. P.27.*
- Jack. C. Richard and willy A. Renandya. *Methodology in langauge teaching anthology of current practice. New york: cumbridge university press,2002, p.255.*
- Jerald Michael,. *<https://americanenglish.state.gov/> Language Teaching Methods Teacher's Handbook(1).*
- Judy K Montgomery, *The Bridge of Vocabulary : Evidence Based Activities for Academic Success, (San Fransisco: NCS Pearson , 2007), p, 119.*
- Kathleen,M.Bailey (2005). *Practical english language:Speaking.Mc graw hill.*
- Kemmis and taggart. (1982-2014). *The action research planner: doing critical participatory action research.Libraries worldwide*
- Ladouse. *Evaluation of speaking.1991.*

- M.Gilbert (2008). *Sosial life*.
- M.L Kamil, E.H. Hiebert. *Teaching and learning vocabulary: perspectives and persistent issue*.200.
- Nur, inkam, wong (2004). *Tribun-timur.com bahasa inggris dan pengaruhnya terhadap kurikulum di indonesia*.p2
- Nurhidayah. *The effectiveness picture series to improve students speaking skill at the eleventh grade students of SMKN 9 pinrang*.2016
- Pollard.(2008). *Reflective teaching: Effective and evidence informed professional practice*.
- Purpura, JE (2004). *Assessing grammar*. Cambridge: Cambridge University Pusat kurikulum,2006:32
- Rahmat. *Using total physical response to increase students' speaking ability in producing imperative sentence at second grade of junior high school 4 takalar regency. Thesis of bachelor degree, faculty of tarbiyah and teaching science. UIN Alauddin makassar*.2013
- Richard and Rodgers(1986) *Approach and methods in language teachin*. Cambridge university.
- Richard and Rodgers. (1986). *Approaches and methods in language teaching*. Cambridge university.
- Richard, Jack. C. *Teaching listening and speaking from theory to practice*. Cambridge university press.P.4.2008
- Santoso didik. *Keterampilan Berbicara Bahasa Inggris*, Medan: Duta Azhar, P.18.2017
- Skinner, B.F. *Verbal behavior*. Appleton century-crofts.1957

- Suharsimi Arikunto. (2004). *Research procedure: A practice approach. National library of the republic indonesia*
- Tarigan, H.G. *Berbicara sebagai suatu keterampilan berbahasa. Bandung . Angkasa. P.15.1981*
- Turk. *Vocabulary.p.87.2003*
- Watkins, peter. *Learning to teach english: A practical introduction for new teachers. England : viva books private limited. P.26.2007*





APPENDIXES

PAREPARE

Appendix 1**LESSON PLAN**

Sekolah : MTs DDI Patobong
 Kelas/Semester : VIII A/1
 Pelajaran : Bahasa Inggris
 Aspek : Speaking skill
 Alokasi Waktu : 60 menit

A. Standar Kompetensi

Memahami speaking dalam bentuk situational conversation di lingkungan sekolah.

B. Kompetensi Dasar & Indikator

Kompetensi Dasar	Indikator
Melakukan percakapan menggunakan bahasa inggris dalam bentuk situational conversation di lingkungan sekolah dengan pengucapan yang benar dan lancar.	1. Memahami percakapan Bahasa Inggris dalam bentuk situational conversation di lingkungan sekolah 2. Melakukan percakapan Bahasa Inggris dalam bentuk situational conversation di lingkungan sekolah

C. Tujuan Pembelajaran

1. Mampu melakukan percakapan Bahasa Inggris dengan pengucapan yang benar dan lancar
2. Memahami percakapan Bahasa inggris dalam bentuk situational conversation

3. D.Materi Ajar

1. Speaking
2. Mencatat materi
3. Percakapan Bahasa Inggris dalam bentuk situational conversation di lingkungan sekolah.

Students 1 : Hi, do you guys study here too?

Students 2 : thats right, we are going to the same class..

Students 1 : I cannot believe it is our first day at school!

Students 2 : sure, what an amazing first day at school..

Student 1 : Nice to see you guys here again!

Students 2 : Absolutely, nice to see you guys..

Students 1 : May I sit next to you?

Student 2 : Yeah, nevermind

Students 1 : May I borrow your pen?

Students 2 : Yeah, I have two pens you may borrow one of these..

Students 1 : After this class I will go to the library, will you accompany me?

Students 2 : Of course, no worries I will accompany you..

E.Metode Pembelajaran

Audio lingual Method

F.Langkah-langkah Pembelajaran

AWAL
<ol style="list-style-type: none"> 1. Mengucapkan salam kepada para Santri sewaktu ingin masuk kelas 2. Mengajak berdoa para Santri sebelum memulai pelajaran 3. Mengabsen para Santri 4. Menjelaskan materi yang akan dilaksanakan didalam proses pembelajaran
INTI
<ol style="list-style-type: none"> 1. Santri duduk ditempat masing-masing 2. Santri diam & tenang ditempat masing-masing 3. Santri fokus mendengarkan dan memperhatikan dalam proses pembelajaran 4. Memberikan test kepada Santri untuk mengukur kemampuannya 5. Santri mengajukan pertanyaan tentang test yang akan diberikan 6. Memberikan contoh mengenai test yang akan diberikan kepada Santri 7. Para Santri memberikan umpan balik dengan teman sebangku dan kepada guru
PENUTUP
<ol style="list-style-type: none"> 1. Menyimpulkan materi yang diberikan kepada Santri 2. Menanyakan kesulitan yang dialami oleh para Santri selama proses pembelajaran 3. Meyakinkan para Santri bahwa mereka bisa melalui kesulitan yang mereka alami dalam proses pembelajaran 4. Menutup pembelajaran dengan mengucapkan Hamdalah dan Salam

Appendice 2 Tables The Result of Test

TABLE OF FIRST CYCLE

Respondents	Criteria		Total	Average
	Pronunciation	Fluency		
Student 1	75	65	140	70
Student 2	81	70	151	75,5
Student 3	80	77	157	78,5
Student 4	83	70	153	76,5
Student 5	80	82	162	81
Student 6	83	80	163	81,5
Student 7	84	70	154	77
Student 8	82	76	158	79
Student 9	84	81	165	82,5
Student 10	70	78	148	74
Student 11	87	84	171	85,5
Student 12	88	84	172	86
Student 13	85	76	161	80,5
Student 14	80	80	160	80
Student 15	82	80	162	81
Student 16	80	77	157	78,5
Student 17	80	75	155	77,5
Student 18	79	80	159	79,5
Student 19	80	85	165	82,5
Student 20	80	80	160	80
Student 21	75	75	150	75
Student 22	71	76	147	73,5
Student 23	85	80	165	82,5
Student 24	82	80	162	81
Student 25	80	80	160	80
Student 26	85	83	168	84
Total				2062,5
Mean Score				79,32692308

TABLE OF SECOND CYCLE

Respondents	Criteria		Total	Average
	Pronunciation	Fluency		
Student 1	80	77	157	78,5
Student 2	83	73	156	78
Student 3	82	80	162	81
Student 4	86	75	161	80,5
Student 5	83	83	166	83
Student 6	85	82	167	83,5
Student 7	86	76	162	81
Student 8	84	79	163	81,5
Student 9	85	82	167	83,5
Student 10	81	83	164	82
Student 11	90	86	176	88
Student 12	90	85	175	87,5
Student 13	87	77	164	82
Student 14	84	81	165	82,5
Student 15	83	80	163	81,5
Student 16	84	81	165	82,5
Student 17	83	75	158	79
Student 18	81	81	162	81
Student 19	82	80	162	81
Student 20	82	80	162	81
Student 21	80	80	160	80
Student 22	78	77	155	77,5
Student 23	87	82	169	84,5
Student 24	85	84	169	84,5
Student 25	82	82	164	82
Student 26	87	84	171	85,5
Total				2132,5
Mean Score				82,01923077

Appendice 3 Table Guideline Observation

TABLE THE FIRST CYCLE

No.	Students	The Students' Activities									
		1	2	3	4	5	6	7	8	9	10
1	Student 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Student 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Student 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Student 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Student 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Student 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Student 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Student 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Student 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Student 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Student 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Student 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Student 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Student 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Student 15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Student 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Student 17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Student 18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Student 19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Student 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Student 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Student 22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Student 23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Student 24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Student 25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Student 26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL		26	26	26	26	26	26	26	26	26	26
PERCENTAGE		100	100	100	100	100	100	100	100	100	100

TABLE THE SECOND CYCLE

No.	Students	The Students' Activities									
		1	2	3	4	5	6	7	8	9	10
1	Student 1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Student 2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Student 3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Student 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Student 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Student 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Student 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Student 8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Student 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Student 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Student 11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Student 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Student 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Student 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Student 15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Student 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Student 17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Student 18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Student 19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Student 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Student 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Student 22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Student 23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Student 24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Student 25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Student 26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL		26	26	26	26	26	26	26	26	26	26
PERCENTAGE		100	100	100	100	100	100	100	100	100	100

Appendice 4 Instrument

INSTRUMEN PENELITIAN

Speaking test (Situational conversation)

CONVERSATION AT SCHOOL	
May I sit next to you?	Yeah, nevermind..
I cannot believe it is our first day at school!	What an amazing first day at school..
Do you know who will be our homeroom teacher?	I hear information from one of our friends that Mr.Ali will be our homeroom teacher..
Hi, do you guys study here too?	Thats right, we are going to the same class
Nice to see you guys here again!	Absolutely, nice to see you here guys..
May I borrow your pen?	Yeah, I have two pens you may borrow one of these..
After this class I will go to the library, will you accompany me?	Of course, no worries I will accompany you..

Example


- Students 1 : Hi, do you guys study here too?
 Students 2 : thats right, we are going to the same class..
 Students 1 : I cannot believe it is our first day at school!
 Students 2 : sure, what an amazing first day at school..
 Student 1 : Nice to see you guys here again!
 Students 2 : Absolutely, nice to see you guys..
 Students 1 : May I sit next to you?
 Student 2 : Yeah, nevermind
 Students 1 : May I borrow your pen?
 Students 2 : Yeah, I have two pens you may borrow one of these..
 Students 1 : After this class I will go to the library, will you accompany me?
 Students 2 : Of course, no worries I will accompany you..

Appendice 5 Documentations



PAREPARE

Appendice 6 Letters

**PEMERINTAH KABUPATEN PINRANG**
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0321/PENELITIAN/DPMPPTSP/07/2022

Tentang

REKOMENDASI PENELITIAN

Memimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 01-07-2022 atas nama MUH. IDRIS YASIN, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat : 1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan : 1. Rekomendasi Tim Teknis PTSP : 0850/RT.Teknis/DPMPPTSP/07/2022, Tanggal : 06-07-2022
2. Berita Acara Pemeriksaan (BAP) Nomor : 0323/BAP/PENELITIAN/DPMPPTSP/07/2022, Tanggal : 06-07-2022

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :


1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8, SOREANG PAREPARE
3. Nama Peneliti : MUH. IDRIS YASIN
4. Judul Penelitian : USING OF AUDIO LINGUAL METHOD TO IMPROVE STUDENTS SPEAKING SKILL (A CLASSROOM ACTION RESEARCH OF THE EIGHT GRADE STUDENTS OF ISLAMIC BOARDING SCHOOL MTs DDI PATOBONG)
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA SISWI KELAS 2 MTs DDI PATOBONG
7. Lokasi Penelitian : Kecamatan Mattiro Sompe


KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 06-01-2023.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 06 Juli 2022


Blaya : Rp 0,-

 Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang



**DARUD DA'WAH WAL IRSYAD (DDI)
MADRASAH TSANAWIYAH PONPES MAMBAUL ULUM
PATOBONG, KEC. MATTIRO SOMPE, KAB. PINRANG**

Alamat: Jl. Poros Pinrang-Langga Km. 13 Desa Patobong, Kec. Mattirosompe, Kab. Pinrang 91261 Tlp. 0421-3914154

SURAT KETERANGAN PENELITIAN

Nomor : 240/MTs.21.17.05/DDI-Ptb/07/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah DDI Patobong Kecamatan Mattiro Sompe, Kabupaten Pinrang menerangkan bahwa sesungguhnya sodari :

Nama : **MUH.IDRIS.YASIN**
NIM : 17.1300.039
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Lembaga : Institut Agama Islam Negeri Pare Pare (IAIN) Pare Pare

Mahasiswa tersebut benar benar melaksanakan kegiatan penelitian di Madrasah Tsanawiyah DDI Patobong pada tanggal 18 Juli s/d 29 Juli 2022, dengan Judul Penelitian

**“USING OF AUDIO LINGUAL METHOD TO IMPROVE STUDENTS' SPEAKING SKILL
(A CLASSROOM ACTION RESEARCH OF THE EIGHT GRADE STUDENTS' OF
ISLAMIC BOARDING SCHOOL MTs DDI PATOBONG ”**

Demikian Surat Keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Patobong, 29 Juli 2022

pada Madrasah





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorang Parepare 91132 telp. (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2116/In.39.5.1/PP.00.9/06/2022
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Muh. Idris Yasin
Tempat/Tgl. Lahir : Pinrang, 18 April 1998
NIM : 17.1300.039
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Dusun Bua-Bua II, Desa Bolapatappuloe,
Kec. Watang Sawitto, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"Using Of Audio Lingual Method To Improve Students' Speaking Skill (A Classroom Action Research Of The Eight Grade Students' Of Islamic Boarding School MTs DDI Patobong)"**. Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 20 Juni 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 294.4 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

- DEKAN FAKULTAS TARBİYAH**
- Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat : 1. Undang-undang Nomor: 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS);
2. Undang-undang Nomor: 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Undang-undang Nomor: 12 Tahun 2005 tentang Guru dan Dosen;
4. Peraturan Pemerintah RI Nomor: 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor: 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pembukaan Program Studi;
7. Keputusan Menteri Agama Nomor: 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
8. Peraturan Menteri Agama Nomor: 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
9. Peraturan Presiden RI Nomor: 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
10. Peraturan Menteri Agama Nomor: 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

MEMUTUSKAN

- Menetapkan : b. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2021;
- b. Menunjuk saudara; 1. Drs. Abd. Rauf Ibrahim, M.Si.
2. Hj. Nurhamdah, S.Ag., M.Pd.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Muh. Idris Yasin
NIM : 17.1300.039
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Improvement Of English Pronunciation Through Speech Act at The Students At The Nine Grade at SMP IT Al-Ikhlās Kandeā Pinrang
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 29 Januari 2021

Dekan,


H. Saepudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax: 24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1806/In.39.5.1/PP.00.9/05/2022
Lamp. : 1 berkas draf proposal penelitian
Hal. : **Undangan Seminar Proposal Penelitian**

Parepare, 27 Mei 2022

Kepada

Yth. 1. Drs. Abd. Rauf Ibrahim, M.Si. (Pembimbing Utama)
2. Hj. Nurhamdah, S.Ag., M.Pd. (Pembimbing Pendamping)
3. Dr. Abdul Haris Sunubl, S.S, M.Pd. (Penguji I)
4. Mujahidah, M.Pd. (Penguji II)
di-,
Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut :

Nama : MUH. IDRIS.YASIN
NIM : 17.1300.039
Program Studi : Pendidikan Bahasa Inggris
Judul Usulan Penelitian : THE USING OF AUDIO LINGUAL METHOD TO IMPROVE STUDENTS' SPEAKING SKILL
Seminar proposal penelitian tersebut akan dilaksanakan pada :
Hari/Tanggal : Kamis/02 Juni 2022
Pukul : 09.00-10.00 WITA
Tempat : Ruang Seminar Proposal Lt. 2

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.
atas perhatian dan kesediaan Bapak/Ibu dihartukan terima kasih.



a.n. Dekan
Dekan Bidang AKKK,
Santiar

Tembusan :

1. Ketua Program Pendidikan Bahasa Inggris;
2. Mahasiswa Ybs;
3. Arsip;

CURRICULUM VITAE



MUH.IDRIS.YASIN the researcher was born on 18th April 1998 pinrang. He is the second child from three brothers in his family he has one big brother and one little brother. From the couple, Yasin and Sumarni. He began his study in Elementary School at SDN 21 Bolapatappuloe and graduated on 2011. He continued his study in Junior high School at SMPN 4 Pinrang JL.Salo and graduated on 2014 after that he continued his study in Vocation high School at SMKN 2 Pinrang Jl.Kesehatan and graduated on 2017. However, in the same year he continued his study at State Islamic Religion college (STAIN) Parepare but now the college was changed become State Islamic Religion Institute (IAIN)

Parepare and chose English Department of Tarbiyah Faculty as his major. Finally on 2022 he completed his Thesis with the title **“The effectiveness Of Audio lingual Method To Improve Students’ Speaking Skill Of The Eight Grade Students’ Of Islamic Boarding School Mts DDI Patobong”**

