

**THE EFFECT OF USING AUDIOLINGUAL METHOD  
ON THE STUDENTS' SPEAKING ABILITY  
AT THE TENTH GRADE OF MAN 1  
PADANGSIDIMPUAN .**



**Thesis**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad  
Addary Padangsidimpuan as a Partial Fulfillment of the Requirement  
for the Graduate Degree of Education (S.Pd) in English*

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SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2024**

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## LETTER OF AGREEMENT

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Ummi Khodijah Hutasuhut** entitled "**The Effect of Using Audiolingual Method on the Students' Speaking Ability at the Tenth Grade of Man 1 Padangsidempuan**" we approved that the thesis has been acceptable to complete the requirement to fulfil for the degree of Graduate of Education (S.Pd) in English Education Department Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.


Therefore, we hope that the thesis will soon examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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## ABSTRACT

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**Title of Thesis** : **The Effect of Using Audiolingual Method on The Students' Speaking Ability at The Tenth Grade of MAN 1 Padangsidempuan**

This research focused on the effect of using audio lingual method on students' speaking ability at tenth grade of MAN 1 Padangsidempuan. The problems of the students are ; 1) The students do not know what should be spoken. 2) The students are low in mastering a lot of vocabulary, pronunciation, comprehension, grammar and fluency 3) The students are lack of pay attention to the spoken, just focus on material. The purposes of the research are: 1) to know the information about the students' ability in speaking before learning by using audio lingual method, 2) to know the information about the students' ability in speaking after learning by using audio lingual method, and 3) to examine the effect of using audio lingual method to students speaking ability at tenth grade of MAN 1 Padangsidempuan. The kind of this research is quantitative research with experimental method. The design is pre-test and post-test for control group design. The population were all of the students at X grade of MAN 1 Padangsidempuan. The sample were X - K as experimental class that consisted of 36 students and X - L as control class that consisted of 37 students. The data had collected through pre-test and post-test in speaking test form and analysed by using t test formula. Next, the students' speaking ability after taught the audio lingual method in experimental class in pre-test was 70.41 and mean score of post-test was 74.30. It is good categorized. Finally, the result of t-test had found  $t_{count} > t_{table}$  ( $3.87 > 1.994$ ) which is  $H_a$  was accepted and  $H_o$  was rejected. It means, there is a significant effect of using audio lingual method to students speaking ability at the tenth grade of MAN 1 Padangsidempuan.

**Keywords:** *Audio Lingual Method, Speaking Ability*

## ABSTRAK

**Nama** : Ummi Khodijah Hutasuhut  
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**Judul Skripsi** : Pengaruh Penggunaan Metode Audiolingual Terhadap Kemampuan Berbicara Siswa di Kelas X MAN 1 Padangsidimpuan

Penelitian ini berfokus pada pengaruh penggunaan metode audio lingual terhadap kemampuan berbicara siswa di kelas sepuluh MAN 1 Padangsidimpuan. Permasalahan siswa tersebut adalah; 1) Siswa tidak mengetahui apa yang harus diucapkan. 2) Siswa rendah dalam penguasaan banyak kosa kata, pengucapan, pemahaman, tata bahasa dan kefasihan 3) Siswa kurang memperhatikan pembicaraan, hanya fokus pada materi. Tujuan dari penelitian ini adalah: 1) untuk mengetahui informasi tentang kemampuan berbicara siswa sebelum pembelajaran dengan menggunakan metode audio lingual, 2) untuk mengetahui informasi tentang kemampuan berbicara siswa setelah pembelajaran dengan menggunakan metode audio lingual, dan 3) untuk menguji pengaruh penggunaan metode audio lingual terhadap kemampuan berbicara siswa di kelas sepuluh MAN 1 Padangsidimpuan. Jenis penelitian ini adalah penelitian kuantitatif dengan metode eksperimen. Desain yang digunakan adalah pre-test dan post-test for control group design. Populasinya adalah seluruh siswa kelas X MAN 1 Padangsidimpuan. Sampelnya adalah X – K sebagai kelas eksperimen yang berjumlah 36 siswa dan X – L sebagai kelas kontrol yang berjumlah 37 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk tes berbicara dan dianalisis dengan menggunakan rumus uji t. Berikutnya, kemampuan berbicara siswa setelah diajarkan metode audio lingual di kelas eksperimen pada pre-test adalah 70.41 dan nilai rata-rata post-test adalah 74.30. Ini dikategorikan baik. Hasil uji-t diperoleh  $t_{hitung} > t_{tabel}$  ( $3.87 > 1.994$ ) yang berarti  $H_a$  diterima dan  $H_0$  ditolak. Artinya, terdapat pengaruh yang signifikan penggunaan metode audio lingual terhadap kemampuan berbicara siswa di kelas sepuluh MAN 1 Padangsidimpuan

**Kata Kunci:** *Metode Audio Lingual, Kemampuan Berbicara*

## خلاصة

اسم	: أمي خديجة حوتاسوحت
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موضوع البحث	: تأثير استخدام الطريقة الصوتية اللغوية على مهارة الكلام لدى الطلاب في الصف العاشر بمدرسة الثناوية الحكومية الواحدة بادنج سيدمبوان

يركز هذا البحث على أثر استخدام الطريقة الصوتية اللغوية على قدرات التحدث لدى طلاب الصف العاشر بمدرسة الثناوية الحكومية الواحدة بادنج سيدمبوان. مشاكل الطالب هي؛ (١) الطلاب لا يعرفون ماذا يقولون. (٢) الطلاب منخفضون في إتقان الكثير من المفردات والنطق والفهم والقواعد والطلاقة. (٣) يولي الطلاب اهتماماً أقل للمحادثات، ويركزون فقط على المادة. أهداف هذا البحث هي: (١) معرفة معلومات حول قدرات الطلاب على التحدث قبل التعلم بالطريقة الصوتية اللغوية، (٢) لمعرفة معلومات حول قدرات الطلاب على التحدث بعد التعلم باستخدام الطريقة الصوتية اللغوية، و (٣) اختبار أثر استخدام الطريقة الصوتية اللغوية على القدرة على التحدث لدى طلاب الصف العاشر في مدرسة مان ١ بادانجسيدمبوان. هذا النوع من البحث هو بحث كمي بالطرق التجريبية. والتصميم المستخدم هو الاختبار القبلي والاختبار البعدي لتصميم المجموعة الضابطة. السكان هم جميع طلاب الصف العاشر بمدرسة الثناوية الحكومية الواحدة بادنج سيدمبوان. وكانت العينات  $X - K$  كفصل تجريبي يضم ٣٦ طالباً و  $X - L$  كفصل ضابط يضم ٣٧ طالباً. تم جمع البيانات من خلال الاختبار القبلي والاختبار البعدي في شكل اختبار التحدث وتحليلها باستخدام صيغة اختبار  $t$ . وبعد ذلك، بلغت قدرة الطلاب على التحدث بعد تدريس الطريقة السمعية واللغوية في الفصل التجريبي في الاختبار القبلي ٧٠,٤١، وكان متوسط درجات الاختبار البعدي ٧٤,٣٠. يتم تصنيف هذا على أنه جيد. تم الحصول على نتائج اختبار عدد  $t_0 < t_{(١,٩٩٤ < ٨٧,٣)}$  مما يعني قبول  $H_a$  ورفض  $H_0$ . وهذا يعني أن هناك تأثيراً معنوياً لاستخدام الطريقة السمعية واللغوية على قدرات التحدث لدى طلاب الصف العاشر بمدرسة الثناوية الحكومية الواحدة بادنج سيدمبوان

الكلمات المفتاحية: الطريقة الصوتية اللغوية، مهارة الكلام

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I realize that this thesis cannot be considered perfectly without critiques and suggestion from the readers. Therefore, it was a pleasure for me to get critiques and suggestion to bring this thesis better.

Padangsidimpuan, December 2023  
Researcher

**Ummi Khodijah Hutasuhut**  
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## **CHAPTER I**

### **INTRODOCTION**

#### **A. Background of the Problem**

English is considered as an international language that is used for almost every sector in daily activity such as communication. As a language, English has four basic skill. Those skills are divided into two groups of skills. They are receptive and productive skills. From those two groups, listening and reading are regarded as receptive skills while speaking and writing are productive skills. These four basic skills should be mastered by students in order to be able to get and share their ideas clearly and effectively. However, speaking skill is the most important skill which should be mastered because in this global era, being able to speak English is essential for people to communicate with global community.(Nafisah Yunda Safitri, Sudirman 2019) Therefore, it is very important to be able to speak English because it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also make it easier for them to get a job.

Audio lingual method is originally introduced to prepare people to master foreign language orally in a short time, emphasizes oral forms of language. However, the method still considers the other language skills. The method considers that the oral forms: speaking and listening should come first, and

reading and writing come later. The advocates of the method believe that language learners learn a foreign language as a child learns his/her mother<sup>1</sup>.

Speaking is skill to pronounce articulation sounds or words for express, declare and deliver thoughts, ideas, and feelings. Speaking is a way of people to express and communicate ideas to others orally. Speaking is speech or utterances produced by speaker with an intention of being known and as an activity to produce sayings in the form of words and sentences orally in order to communicate with others<sup>2</sup>. Speaking needs not only the learners to understand about the way to produce the linguistic competence such as vocabulary, pronunciation, grammar, and but also comprehension about sociolinguistic competence such as when, why, and how to speak. Speaking skills can be categorized as good speaking skill when the listener can understand the words produced by the native speaker or audio lingual.

Speaking is principal for English students because by mastering speaking skill, they can carry out conversation with others, give the ideas and exchange the information with others. Hence, in speaking classroom, the students should work as much as possible on their own, talk to one another directly and think the medium of the teacher(Siregar, n.d.). Considering the explanation above, English teacher must have hard responsibility as they are disbanded to have teaching strategies in order to solve the problems faced by the students in learning English. The teacher must be able to arrange their assignment

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching* (England: Pearson, 2007), p.63

<sup>2</sup>Bruce Tillit and Mary Newton Bruder, *Speaking Naturally Communication Skill in American Language* (UK: Cambridge University Press, 1999), p. 2

effectively. They are demanded to motivate the students in order to learn English well.

Audio-lingual method represents a major step in language teaching methodology that still aimed squarely at communicative competence. Audio-lingual method appeared as a reaction to the grammar-translation method, which did not prepare people to use the target language for communicative purposes as it focused on the writing abilities at the expense of the speaking abilities.<sup>3</sup>

Audio lingual method in teaching speaking is more congruent with learning and talking teaching practices. It is more like the real and able to provide the correct response directly. Audio lingual method is like direct method that is also 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 drills students in the use of grammatical sentence patterns<sup>4</sup>. Concerning to method in teaching speaking, English teacher has to be aware of innovative ways and well-selected methods in teaching especially in teaching speaking skills.

Speaking skill for students at tenth grade in MAN 1 Padangsidimpuan face some problems. As the general problems have been said before such as low in mastering vocabulary, confused in pronunciation, lack of comprehension, grammar and fluency. Specific problem is confidence low understanding, the

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<sup>3</sup> Douglas Brown, *Language Assessment Principles and Classroom* (San Francisco State University, 2004), p.23

<sup>4</sup> Usman Sidabutar, 'The Effect of The Audio Lingual Method on Students' Speaking Achievement', *Jurnal Suluh Pendidikan*, 9.1 (2021), 56–65  
<<https://doi.org/10.36655/jsp.v9i1.537>>.

students do not confidence because the pronunciation and getting shy when begin the speaking. Most of students have several other problems in English speaking like they are lack of self-confidence, afraid to make mistakes and feel ashamed to be laughed at by their friends because they have low vocabulary and lack of grammar mastery when they are presenting or producing English speaking. By identifying students' problems, the teachers are expected to provide an effective method for teaching English especially teaching English speaking for the students so they are interested in it and both teachers and students can reach the expected goal in the end of the learning process.

Then, oral communication or in daily activities most of students use Indonesian language. A little bit of student use English in their daily, but just in the learning process or while studying English. So audio-lingual method is the method to make the students easy to speak English well. Because in audio-lingual method language learners are equipped with the knowledge and skill required for effective communication in foreign language. Based on the problem and explanation above, the researcher is interested to introduce this method in teaching and do the research with the title "The Effect of Using Audio lingual Method on Students Speaking Ability at Tenth Grade MAN 1 Padangsidempuan".

## **B. Identification of the Problem**

Based on the background of the problem above, it can be identified that students deal with some difficulties in speaking at tenth grade MAN 1 Padangsidempuan they are:

1. The students do not know what should be spoken.
2. The students are low in mastering a lot of vocabulary, pronunciation, comprehension, grammar and fluency.
3. The students are lack of pay attention to the spoken, just focus on material.

## **C. Limitation of the Problem**

Based on the obstacles above, this research limited on method for teaching. There are some methods that can be used in teaching speaking, but the researcher only focus to dialogue memorization one kind of audio lingual method as a method in teaching speaking at tenth grade MAN 1 Padangsidempuan.

## **D. Formulations of the Problem**

Based on the limitation of the problem above, formulations of the problem can be formulated as following below:

1. How is the students' speaking ability before learning by audio lingual method at tenth grade of MAN 1 Padangsidempuan?
2. How is the students' speaking ability after learning by audio lingual method at tenth grade of MAN 1 Padangsidempuan?
3. Is there any significant effect of audio lingual method on students' speaking ability at tenth grade of MAN 1 Padangsidempuan?

### **E. Objectives of the Research**

Based on focus of the problem, the researcher decides that the purposes of this research are:

1. To know the students' speaking ability before learning by audio lingual method at tenth grade of MAN 1 Padangsidempuan.
2. To know about the students' speaking ability after learning by audio lingual method at tenth grade of MAN 1 Padangsidempuan
3. To examine whether there is a significant effect of using audio lingual method on students' speaking ability at tenth grade of MAN 1 Padangsidempuan.

### **F. Significances of the Problems**

Significances of the research are the large contribution department where and whoever a result of the research become in terms of education. The significances are following below:

1. For teacher, the result of this research will give another references or method in teaching speaking. The result of this research will help English language teachers in their school to determine which of the best method in teaching speaking.
2. For other researcher, this research is hope to help the other research who will write further research in the same tittle. This research can give them information about teaching by using audio lingual method to makes them easier to write their research in the future.

3. For students, to increase their ability, especially in speaking with using audio.

## **G. Definition of Operational Variables**

This research divided in two of operational variables. They are following below:

### **1. Speaking**

Speaking is one of the four language skills which are interpreted as an expression of idea, opinion, or message with oral language and one of the elements of communication. Speaking is the way to communicate that uses a list of words to transfer the purposes of speaking.

### **2. Audio Lingual Method**

Audio lingual method is a method in teaching foreign languages that emphasizes listening, speaking, reading and writing comprehension. This method is based on a theory of behaviour (behaviourist theory). That is the theory of changes in behaviour that comes from experience. This method is also a teaching style used in teaching foreign languages which recognizes that certain traits or characteristics of living things can be trained through a reinforcement system that emphasizes the teaching of listening and speaking before reading and writing.

## **H. Outline of the Research**

Outline of this research is considered into five chapters. Chapter one consists of background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the significances of the research, the definition of operational variables, and the outline of the research.

Chapter two consist of the theoretical description. It is divided into subchapters which consist of nature of speaking, audio lingual method, procedures of teaching by audio lingual method, related finding, conceptual framework and the hypothesis.

Chapter three consists of methodology of the research which is divided into subchapter; the place and time of the research, the research design, population and sample, instrument of the research, validity and reliability, technique of collecting data, and the technique of analysis the data.

Chapter four consists of the data description, hypothesis testing, discussion and the threats of the research. Chapter five consists of the conclusion about the result of this research and suggestion that are implication given by the researcher.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. Nature of Speaking

###### a. Definition of Speaking

The spoken productive language skill is called speaking. It is the skill of a speaker to communicate information to a listener or a group of listeners. Speaking skill is realized by ability to apply the rules of the language speaking to transfer the information effectively. The ability includes all the correct grammatical aspect of the language, information and rhetoric is conducting in a communicative event<sup>5</sup>. Speaking skill is one of the most important skill to be learnt, as mention to communicate with others and express thoughts and feelings. Speaking skills can be separated into formal and informal speaking skill, and use both types of speaking skill in a variety of contexts throughout life.

Speaking is one of important skill in learning English, it can be communicated English with other person from one country. In countries where English is neither the first nor the second language, it is taught or learned as the first foreign language for practical necessary uses of communication. English can serve as the language of instruction in higher education or as a lingua franca among those

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<sup>5</sup> Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008). p. 2

whose native is not English<sup>6</sup>. Speaking is a way of message in saying ideas, knowledge and feeling to other people. It is the most important method in which the narrator can state himself with a language.

Nunan said, speaking has been described as the ability to express one-self in life situations, or to describe actions or situations in precise terms, or to speak or express a train of thought fluently<sup>7</sup>. Speaking is one of the skills in language learning that has to be fulfilled. Speaking is a skill which holds oral communication that involves meaning derivation between two persons or more, as the speaker and the listener. It means that speaking is a skill used in daily life communication.

Speaking is a dynamic, interpersonal process and one that strongly influences how to perceive by others in a range of formal and everyday contexts. Speaking means to make use of words in an ordinary voice<sup>8</sup>. Despite this, speaking is often researched and taught as if it is simply writing delivered in a different mode. In teaching and researching speaking, we have less understanding than we might of important meaning-making aspects of speech such as gaze, affect, and the ways speakers collaborate and negotiate with one another in interaction. Transferring information by speaking or oral language not just in the class for students and speaking important for general.

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<sup>6</sup>Any Yuliana, 'The Application of Audiolingual Method To Improve Student's Speaking Ability', *Jurnal Pendidikan Bahasa Inggris*, 1.1 (2013), pp. 88–93.

<sup>7</sup>David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003).

<sup>8</sup>Rebecca Hughes, *Teaching and Researching Speaking* (Britain: Pearson, 2011), p. 5

## **b. Important of Speaking for General and Students**

The importance of speaking skills is widely for the learners of any language and public. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of community. Speaking skill uses language in a variety of situations. People or students at their work places and school, researchers working either in a medical laboratory or in a language laboratory, etc. they are following below<sup>9</sup>:

### **a. For General**

1. For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking.
2. In-order to become a well-rounded communicator one needs to listening , speaking, reading and writing, but the ability to speak skilfully, provides the speaker to speak and give the information.
3. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success and general but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life through oral language.

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<sup>9</sup> Sadullayeva Nilufar Kadamovna, 'The Important of Speaking Skills for EFL Learners', *International Journal of Innovations in Engineering Research and Technology (IJIERT)*, 8.1 (2021), pp. 28–30.

### **b. For Students**

There are some reasons why speaking important for students, they are following below:

1. Talk as interaction. It means daily communication remains interactional with other people. This is about how people try to convey his message to other people.
2. Talk as transaction or communication In talk as transaction is more focus on message that conveyed and making others person understand what we want convey, by clearly and accurately.
3. Talk as performance. In this case, speaking activities is more focus on monolog better than dialog. Function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on<sup>10</sup>.

There are some factors makes speakers or students difficult in speaking such us, clustering, redundancy, reduced form, performance variables, and colloquial language, rate of delivery, stress, rhythm and interaction.

### **c. Difficulties of Speaking**

There are lots of factors that made students difficult to speak.

Here some of factors:

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<sup>10</sup>Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), p. 21.

1. Clustering

Fluent speech is phrases, not word-by-word. Through such clustering, learners can cognitively and physically organize their outcomes (in breathing groups)

2. Redundancy

In order to make the sentence clearer, the speaker need repeat the sentence again so the listener can be more understand what speaker said.

3. Reduced Forms

Some words may exist in communication but not exist in English. Some used it when communicate. It need to make the speaking or communication more natural.

4. Performance Variables

It was hard to understand when the native spoke because native often speak fast and there was no hesitation in speaking.

5. Colloquial Language

One of the benefits of spoken language is that the thought process manifests a certain number of performance delays, pauses, setbacks, and corrections.

6. Rate of Delivery

Another important characteristic of fluency is the speed of transmission. One of the responsibilities of teaching spoken

English is to ensure that learners achieve acceptable speed along with other attributes of fluency.

#### 7. Stress, Rhythm and Intonation

This is the most important feature of English pronunciation.

The English rhythms and intonation patterns produced by stress to explain the message.

#### 8. Interactions

It was happened through speaking. Good interaction will be gotten by understanding which can be through speaking<sup>11</sup>.

Some factors above that make speaking difficult, for mastering some of these eight factors, then speaking will be very enjoyable and easy to understand. Knowing how far the ability of speaking can be assessment by Pronunciation, intonation, fluency and accuracy.

Another difficulties of learning in speaking such as : psychological factor, poor vocabulary related factor, peer-related factor, pronunciation- related factor, grammar-related factor, personality factor, L1 inference-related factor, teacher–related factor, teacher’s teaching method, environmental factor, motivation factor and cross-cultural factor<sup>12</sup>. The researchers did not focus on all factors, but only focus on teacher’s method in speaking. The low

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<sup>11</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* (New Jersey: Englewood Cliffs, 2001). p, 326

<sup>12</sup> Fitriadi Lubis Ernidah Hasibuan, Gina Lestari, Fitri Rayani Siregar, ‘The Effect of Drill Method on Speaking Mastery in Personal Invitation’, November 2019, 2019.

speaking ability as described above must be solved by using audio lingual method.

#### **d. Speaking Assessment**

Speaking assessment of examines in pairs, or even groups, has become the object of a growing amount of attention from both researchers and language assessment practice. They are following below:

1. Pronunciation: the way words that have similar pronunciation but different meaning and ability about how to understanding the sound, have and an impact on remark that going to affect the meaning or meaning in context.
2. Intonation: the high and low tone on the sentence that gives emphasis on certain words in a sentence. Intonation has a very important role in communication.
3. Fluency: Fluency is the ability to hear words and understand them straight away. If they see a word written down, they can read it aloud and pronounce it properly.
4. Accuracy: in speaking is the use of correct form of grammar, vocabulary and pronunciation. Accuracy is reciting and pronouncing the words<sup>13</sup>.

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<sup>13</sup> Sari Luoma, *Assesing Speaking*, ed. by J. Charles Alderson & Lyle F. Bachman, 1st edn (Cambridge Universuty Press, 2004).

Assessment is one of the systematics for obtaining results in the teaching and learning process, that assessment will be reference for knowing the development of students, from the speaking assessments above the teacher can categorize students according to their respective abilities while teacher teach speaking in the class by speaking method like rehearsal, feedback and engagement.

#### e. Material of Teaching Speaking

Here is the example of material based on English Text Book<sup>14</sup>.

The image shows a page from a textbook. At the top, there is a pink header with the text 'Chapter 3' and 'WHAT ARE YOU GOING TO DO TODAY?'. Below this, there are two main sections: 'Kompetensi Dasar:' and 'Tujuan Pembelajaran:'. The 'Kompetensi Dasar:' section contains three numbered points (2.1, 3.3, 4.3) describing social skills and language use. The 'Tujuan Pembelajaran:' section contains two numbered points (3.3, 4.3) detailing learning objectives for the same topics. The page is decorated with a blue vertical bar on the right side.

**Chapter 3**

**WHAT ARE YOU GOING TO DO TODAY?**

**Kompetensi Dasar:**

2.1 Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam melakukan komunikasi dengan lingkungan sosialnya dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*).

4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**Tujuan Pembelajaran:**

Setelah mempelajari Bab 3, siswa diharapkan mampu:

3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*)

4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<sup>14</sup>Utami Widyati, Juliati Rohmah and Furaidah, *Buku Guru Bahasa Inggris SMA/MA/SMK kelas X* (Jakarta: Kemendikbud, 2014), p. 31

F SPEAKING		
PROSEDUR	INSTRUKSI/ CATATAN	WAKTU
<ul style="list-style-type: none"> <li>- G meminta S bekerja berpasangan untuk mengerjakan Task 1.</li> <li>- G meminta S membaca masing-masing situasi dalam <i>grammar exercise</i> dengan baik dan meminta S membuat dialog singkat berdasarkan situasi tersebut.</li> <li>- G memberikan waktu pada S untuk membuat dialog.</li> <li>- Setelah S selesai, G memberikan kesempatan bagi beberapa S untuk menunjukkan dialog yang dibuat S dalam bentuk <i>role play</i>.</li> <li>- G meminta S untuk memahami prosedur tugas dalam Task 2.</li> <li>- G membantu S memahami bahwa mereka diminta untuk menempatkan diri sebagai kandidat ketua OSIS.</li> <li>- G meminta S untuk menyiapkan kerangka pidato dengan menggunakan <i>I would like to, dan I am going to</i>. (Tidak menutup kemungkinan siswa menggunakan <i>I will dan I would rather</i>).</li> </ul>	<p><i>Look at the situations below. With a partner, make a short dialog using I would like, I will, I am going to and would rather.</i></p> <p><i>Would you like to act your dialog? Raise your hands!</i></p> <p><i>Look at the task below: Imagine that you are a candidate of president or student organization chair.</i></p> <p><i>What promises would you give in your campaign? Prepare an outline for a speech using</i></p>	45'

34 Kelas X SMA/MA/SMK/MAK

<ul style="list-style-type: none"> <li>- G dapat memberikan batas waktu bahwa setiap pidato berdurasi 3 hingga 5 menit.</li> <li>- Setelah S selesai, G meminta siswa untuk bergantian tampil di depan kelas dan memberikan pidato yang telah di siapkannya.</li> </ul>	<p><i>I would like, and I am going to,</i></p> <p><i>Would you like to present your speech in front of the class? Raise your hands!</i></p>	
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## 2. Audio Lingual Method

### a. Definition of Audio Lingual Method

Audio lingual method is a method for foreign language teaching which emphasized the teaching of listening and speaking before reading and writing. This method is combination between behavioural psychology and linguistic. The purpose of the Audio-Lingual method is to use the target language communicatively. The Audio Lingual method teaches language through dialogues that focus on habit formation of students. It will achieve communicative

competence by forming new habits in the target language and overcoming the old habits of their native language<sup>15</sup>. Audio-Lingual method considered language simply as form of behaviour to be learned through the formation of correct speech habits.

Audio lingual method is the mode of language instruction based on behaviourist approach, there are some key features; new material is presented in dialog form, repetitive drills, memorization of set of phrases, etc. the aim of this method is to create communicative competence by giving wide-ranging repetition and drilling to the students in language study. From the audio lingual method theory and research finding, the writer suggests that the teacher gives much more repetitions, drilling and memorization extensively in English teaching learning. The teacher gives drilling models; word repetition and sentence repetition. Moreover the teacher guides the students to read dialog, instruct the students to find the meaning and practice it in front of the class, and the teacher monitors and correct the students' performance.<sup>16</sup>The audio-lingual method is a method that uses listening exercises and pronunciation exercises through speaking in learning foreign languages. Next,

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<sup>15</sup>An Fauzi R. Syafei and Siska Aris Nita, 'Involving Audio-Lingual Method (ALM) and Communicative Language Teaching (CLT) in Teaching Speaking Skill at Junior High School', *Journal of English Language Teaching*, 1.1 (2012) <<https://doi.org/10.24036/jelt.v1i1.368>>.

<sup>16</sup> Ninik Suryani, 'The Implementation of Audio Lingual Method in Teaching English at the Fourth Year of SD N Bedoro 2 Sambungmacan Sragen', *Department of English Education ABSTRACT*, 8.5.2017, 2012, pp. 2003–5.

there are some types or kind of audio lingual method like, backward build up drill, dialog memorization and so on.

#### **b. Kinds of Audio Lingual Method**

There are ten kinds of this method. They are following below:

##### 1. Backward Build up (expansion) Drill

Teacher breaks a line into several parts; students repeat each part at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.

##### 2. Dialogue Memorization

Students memorize an opening dialogue using mimicry and role playing.

##### 3. Repetition Drill

Students repeat teacher’s model as quickly and accurately as possible.

##### 4. Chain Drill

Students ask and answer each other one by one in a circular chain around the classroom.

##### 5. Single-slot Substitution drill

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

6. Multiple-slot Substitution drill

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

7. Transformation Drill

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

8. Question and Answer Drill

Students should answer or ask a question quickly.

9. Grammar games

Various games designed to practice a grammar point in context, using lots of repetition.

10. Use Minimal Pairs

Analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners of words that sound identical except for a pronounce and differentiate the two words<sup>17</sup>.

**c. Procedures of Teaching by Audio Lingual Method**

This procedure is a set of the typical steps in teaching the target language through the audio lingual method. Since the listening

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<sup>17</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching* (New York: Oxford University Press, 2000), p.47-49

and speaking ability is the first skill to consider, the first procedure of teaching is more related to listening and speaking ability. The procedure can be as follows:

1. The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue.
2. The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.
3. Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.
4. Repetition is continued with groups decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers' roles.

5. Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time they should have memorized the text<sup>18</sup>.

In teaching the target language dialogue plays an important role. Almost any language class begins with a dialogue. The following considerations are necessary to construct a good dialogue.

First, dialogue should be short, dialogue should have not more than three roles, dialogue should contain repetition of new grammar and context should be interesting for the language learners. Since the aim of the method is speaking ability, teaching through audio lingual method language teachers spend most of the time for speaking.

To know this method well, there are some characteristic of audio lingual method such as lesson begin with dialog, mimicry, memorization, skill are sequence, vocabulary and so on.

#### **d. Characteristic of Audio Lingual Method**

This method has some characteristics. Characteristics of audio lingual method may be summed by list following below:

1. Lessons begin with dialogues.
2. Mimicry and memorization are used, based on the assumption that language is habit formation.

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<sup>18</sup>Ag. Bambang Setiyadi, *Teaching English As A Foreign Language* (Yogyakarta: Graha Ilmu, 2020), p.48-49

3. Pronunciation is stressed from the beginning.
4. Grammatical structures are sequenced and rules are taught inductively.
5. Skills are sequenced: listening, speaking, reading, writing postponed.
6. Vocabulary is severely limited in initial stages.
7. A great effort is made to prevent learning errors.
8. Language is often manipulated without regard to meaning or context.
9. The teacher must be proficient only in the structures, vocabulary. That they teaching since learning activities and materials are carefully controlled<sup>19</sup>.

**e. Teaching Speaking by Using Audio Lingual Method**

In conducting the research, the procedure of using audio lingual method in teaching speaking that use by the researcher is based on Setiyadi<sup>20</sup>, they are:

- a. Pre – teaching
  - 1) Teacher comes to the class by say greeting.
  - 2) Teacher asks the students to pray before starting the lesson.

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<sup>19</sup> Marianne Celce Murcia, *Teaching English as a Second or Foreign Language (Second ed)* (Los Angeles: Heinle and Heinle Publisher, 1991), p.7

<sup>20</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language, Educational Forum*, Second Edi (Graha Ilmu, 2020), doi:10.1080/00131726709338061.

- 3) The teacher checks the students' attendance list and asking their condition.
- 4) Teacher asks the students to prepare their self to study as comfortable as possible.
- 5) The teacher mentions the goal of the study.
- 6) The teacher chooses the material which relates to speaking test.

b. While teaching

- 1) Teacher explains first about dialogue by using repetition drill.
- 2) Teacher gives examples of dialogues.
- 3) Teacher asks students to memorize the dialogue by using dialog memorization drill.
- 4) Teacher asks students to get a conversation and practice one by one in front of class by using chain drill.
- 5) To make students understand more about the dialog, teacher asks students to make a dialogue about that material with students' interest or situation and gives students practice with answering questions by using question and answer drill.

c. Post teaching

- 1) The teacher and the students conclude the lesson that has been learnt.

- 2) The teacher informs the topic lesson for next meeting.
- 3) The teacher gives feedback to students' performance and informs the next topic.
- 4) The teacher asks the students to convey their feeling while learning process.
- 5) Then the teacher asks the students to pray after learning and then, the teacher closes the learning by saying hamdalah.

The procedures of teaching procedure text by using audio lingual method includes pre teaching, while teaching and post teaching with all the steps and procedures.

#### **f. Method of Teaching Speaking**

There are some basic teaching speaking method recommend giving to the teacher that encourage them to use all available languages to teach speaking are following below:

##### **1. Rehearsal**

Allowing students to have open-ended discussions gives them the opportunity to rehearse their discussions outside the classroom. Participating in a role-playing game at an airport check-in counter allows you to rehearse such real life even in the safety of the classroom. This is not the same practice for which more in-depth studies are conducted.

## 2. Feedback

Speaking task that tries to use all the languages the student knows provides feedback to the teacher and the student. Teachers can check class grades and language problems and see how easy it is to find a particular style of speaking and what they need to do to improve.

## 3. Engagement

Speaking activity can and should be very motivating. If all students practice well, teachers can set up activities well, and provide empathetic and helpful feedback, students will derive great satisfaction from the activity. Many speaking tasks like role-playing, problem-solving in discussions, etc<sup>21</sup>.

Based on basic categories above, it will be easier for teacher to teach speaking and student will understand it very easily, because there are some media, strategy and method such as discussion, grouping and gaming can be used by the teacher to teach speaking. Here, researcher chooses Audi Lingual as a method to teach speaking.

## **B. Review of Related Finding**

There are some related findings to this research. These related findings discuss about strategy and method in English, like audio lingual method. Then, discuss about speaking. Clearly, these are some research are:

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<sup>21</sup>Jeremy Harmer, 'How to Teach English' (Wesley Longman, 1998), p. 56. p. 348

First is based on Jurmasari's research<sup>22</sup>. The result of the research showed that the students' achievement and performance from the first to the second cycle have improved highly. It can be seen that the improvement of their score from the first until the second cycle. The mean score of the pre-test is 2.2, but it has increased to 3.8 at the first cycle, and 4.4 at the second cycle. In the pre-test, the highest score is 4.1 become 4.7 in the post-test in the first cycle, and 5 in the second cycle. In the pre-test the lowest score is 1 and become 1.6 in the first cycle, and 3.2 in the second cycle. In conclusion, Audio lingual Method increased the speaking skill of the first grade at Junior High School 26 Makassar significantly.

Second is Erdila's research<sup>23</sup>. He found the result of this research shows that audio lingual method can to improving students speaking ability. The mean score of the pre - assessment was 56.39 there were no students who could pass standard of minimum completeness (KKM). The mean score of cycle one was 61.71 student who could not pass KKM the mean score of cycle two 71.79 students who could pass standard of minimum completeness (KKM) it so that audio lingual method can improve students speaking ability at tenth grade at SMKS 15 Taruna Indonesia kota Bengkulu in academic year 2018/2019.

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<sup>22</sup> Irwanah Jurmasari, 'The Implementation of Audiolingual Method to Improve Students Speaking Skill' (State Islamic University of Alauddin Makassar, 2014).

<sup>23</sup>Erdila, 'The Use of Audio Lingual Method to Improve Students' Speaking Achievement in Vocational School', *Thesis* (IAIN Bengkulu, 2019)  
<<http://repository.iainbengkulu.ac.id/3312/1/Erdila.pdf>>.

Third is Aprilia's research<sup>24</sup>. The results of data analysis showed that the means score of post-test was higher than the mean score of pre-test in term of Accuracy (  $4.78 > 3.17$ ) and in term of fluency ( $4.56 > 3.06$ ). After analyzing the data by using the t-test formula, the result of t-test value in accuracy (5.33) and the result of t-test value in fluency (5.06) were greater than t-table value (2.045). This indicated that alternative hypothesis (H1) was accepted and null hypothesis (H0) was rejected. It means that there was significantly different of the students' achievement before and after giving treatment by Audio Lingual method.

Fourth is Rahmah's research<sup>25</sup>. The result of the research showed that the use of audio lingual method is effective in teaching speaking. It can be seen from the analysis data of research on students' speaking score that the use of audio lingual method is effective and the students' pronunciation and grammar are good. The percentage of the students is between 72-89% with the mean score which was calculated is 73.95% with the rating quality is effective. It means the data proved that the audio lingual method is effective in teaching speaking at the eighth grade of MTsN Padang Tarab.

Last is based on Hasanah<sup>26</sup>. This research aims to find out how is the effect of using Audio Lingual Method on Students' speaking skills at SMA

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<sup>24</sup> Lia Aprilia, 'The Implementation of Audio Lingual Method (ALM) to Enhance Speaking Skill (An Experimental Study at Seventh Grade Students of SMPN 24 Makassar)' (Makassar Muhammadiyah University, 2014).

<sup>25</sup> Mutia Rahmah, 'The Effectiveness of Using Audio Lingual Method in Teaching Speaking to the Eighth Grade at MTsN Padang Tarab' (State Islamic Institute Bukittinggi, 2016).

<sup>26</sup> Lukluatul Hasanah, 'The Effect of Using Audio Lingual Method On Students' Speaking Skill at SMA Karya Pengalihan Indragiri Hilir' (State Islamic University of Sultan Syarif Kasim Riau, 2021 <[https://repository.uin-suska.ac.id/55024/2/THESIS\\_LUKLUATUL\\_HASANAH.pdf](https://repository.uin-suska.ac.id/55024/2/THESIS_LUKLUATUL_HASANAH.pdf)>).

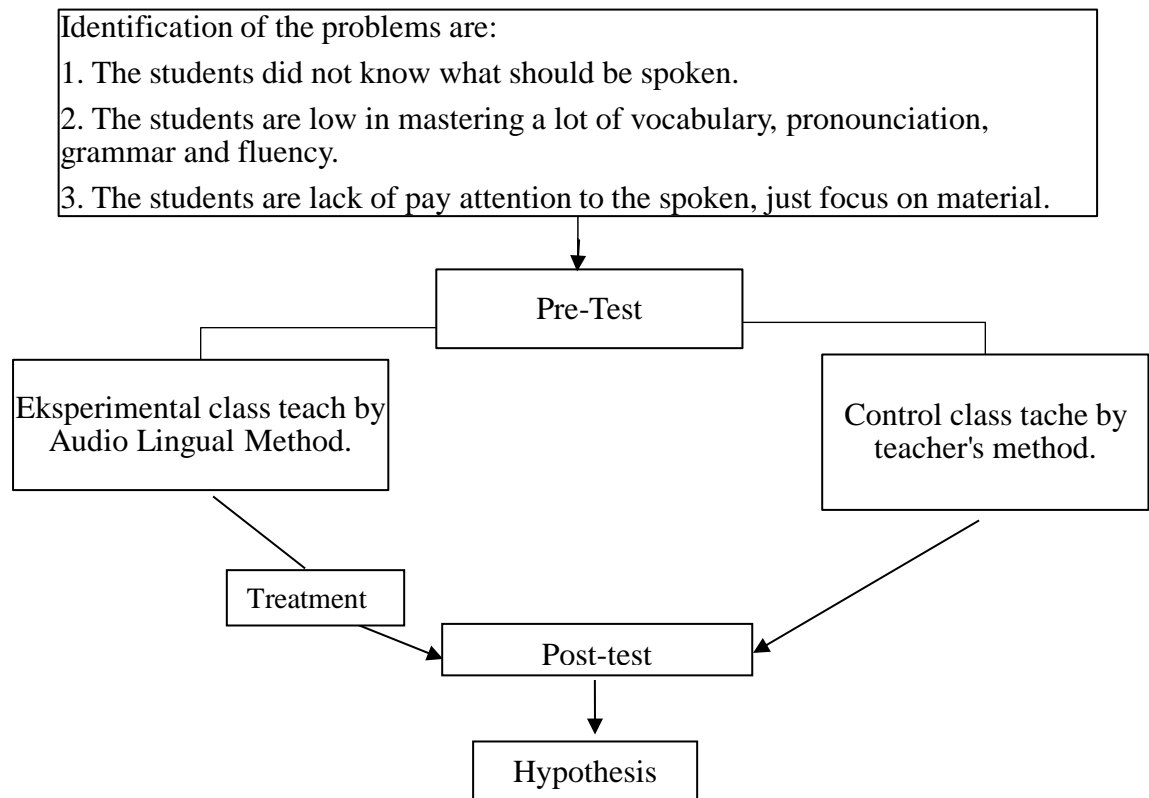
Karya Pengalihan Indragiri Hilir. The design of this research was experimental research as part of quantitative research. The result of data analyzed showed that the mean score of students taught before using Audio Lingual Method (ALM) is 76.3 while the score of students taught after using Audio Lingual Method is 87.2 where  $H_a$  was accepted and  $H_o$  was rejected. Thus, the writer concluded that there were significant differences before and after implementing Audio Lingual Method at SMA Karya Pengalihan Indragiri Hilir.

In this research the researcher find a similarity with the research before. The researcher also have a different planning in my research with the research before. This method used dialogue memorization to know the students' speaking ability with audio lingual method. That is the researcher improved student's skill in speaking Audio-Lingual Method in MAN 1 Padangsidempuan at the second grade.

### **C. Conceptual Framework**

By the concepts of audio lingual method is to make the students speak fluent and confidence. The conceptual framework, they are: in the context of English communicative competence includes four major aspects categorize in to main ways to receptive competence and productive competence. The effect of audio lingual method on students' speaking ability can be seen as picture follows:

**Figure II.1**  
**Conceptual Framework**



Based on the conceptual framework above, audio lingual method is a teaching method that use by the researcher to teach speaking. Audio Lingual is one of the method that can make the students easier and will solve their problem in speaking. First, the researcher gives pre-test to know the students' speaking ability before treatment. Then, researcher gives treatment with audio lingual method for experimental class and teacher's method for control class. The last, researcher gives post-test to find out the effect of using audio lingual method on students' speaking ability at second grade of MAN 1 Padangsidimpuan.

#### **D. Hypothesis**

Hypothesis of this research stated that:

1.  $H_a$ : there is a significant effect of using audio lingual method on students' speaking ability at tenth grade of MAN 1 Padangsidempuan.
2.  $H_0$ : There is no significant effect of using audio lingual method on students' speaking ability at tenth grade of MAN 1 Padangsidempuan.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Place and Time of Research**

This research have conducted at MAN 1 Padangsidimpuan. Located in Jl. Sutan Soripada Mulia, Wek II, Kec. Padangsidimpuan Utara, Kota Padangsidimpuan, Sumatera Utara. The subject of this research is the tenth grade of MAN 1 Padangsidimpuan. This research started in 12<sup>th</sup> July 2023 and Finished in 30<sup>th</sup> October 2023 .

##### **B. Research Design**

This research is categorized as quantitative research with experimental method. The design of this quasi-experimental research is pre-test post-test control group design. In this research, the researcher used two classes, as an experimental class and as control class. The experimental class is the class taught with audio lingual method. Meanwhile the control class is the class taught by using teacher's method such as discussion and grouping.

**Table III.1**  
**Table of Design Instrument**

No.	Class	Pre test	Treatment	Post test
1.	Experimental Class	√	Audio Lingual Method	√
2.	Control Class	√	Teacher's Method	√

## C. Population and Sample

### a. Population

In this research, students of MAN 1 Padangsidimpuan at grade tenth is population. The total population are 432 students in tenth grade class. It means that population is number of whole subjects of the research that is very important in doing research. This research is done in MAN 1 Padangsidimpuan classified of 12 classes. It can be seen in the following table:

**Table III.2**  
**The population of the grade X MAN 1 Padangsidimpuan**

No.	Class	Total of Students
1	X a	35
2	X b	36
3	X c	36
4	X d	36
5	X e	36
6	X f	36
7	X g	36
8	X h	36
9	X i	36
10	X J	36
11	X k	36
12	X l	37
Total		432

### b. Sample

The sample of this research is X - k and X - L at tenth grade MAN 1 Padangsidimpuan. The researcher select the sample by using random sampling technique. Random sampling is the process of selecting a sample in such a way that all in individuals in defined

population have an equal and independent chance of being selected for sample. Random sampling used by lottery technique. It means that in this research the sample takes class X - K = 36 students and X - L = 37 students. So total of sample of this research is 73 students. It can be seen from the table follow:

**Table III.3**  
**Sample of Research**

No.	Class	Total of Students
1.	Experimental class ( X - K)	36
2.	Control class ( X - L)	37
<b>TOTAL</b>		<b>73</b>

#### **D. Instrument of the Research**

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher gave speaking test by dialog memorization. Scoring are following below:

**Table III.4**  
**Indicators of Speaking<sup>27</sup>.**

<b>Aspect</b>	<b>Criteria</b>	<b>Score</b>
<b>Pronunciation</b>	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
<b>Intonation</b>	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
<b>Fluency</b>	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
<b>Accuracy</b>	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much mistakes and interfere the meaning	1
	Score 20 x 5 = 100	

---

<sup>27</sup> Luoma.

## **E. Validity and Reliability of Instrument**

### **a. Validity**

Validity is a tool used to measure the test. That validity is an instrument that used to measure what measured. In this research, the researcher use speaking test (dialogue) to test students' speaking ability. To make the test became valid so the researcher applied content validity. Content validity is used to know whether the test valid or not by using to expert judgment such as English teacher. Researcher used it to make the test became valid.

There are 2 valid speaking tests given by the researcher. One question for pre-test and one question for post-test. Another requirement is also important for a researcher is reliability. The result of the research must be reliable.

### **b. Reliability**

Reliability means the result of the test has similarity. A research instrument say to have a high reliability value, if the tests make to have consistent results in a measure that would be measure.

Contentt validity and reliability are a test validity based on the judgment of the experts. In this case, expert gives opinion about the instrument, whether instrument can use or still need improving, or maybe the instrument is failed to use. The researcher used dialog memorization to test the students' speaking ability. In this research, scoring criteria is based on five aspects of speaking assessment;

pronunciation, accuracy, fluency, and intonation. To make it sure, the researcher consulted to the expert of English writing in English Education Department of UIN Syahada Padangsidempuan and also with the English teacher.

## **F. Procedure of the Research**

The researcher use a test as instrument to measure the students' ability for taking the valid data. The researcher administere speaking test to find out whether there was a significant effect of students' speaking ability after done of audio lingual method. There are two kinds of test, pre-test and post-test. The process collecting the data as follow:

### **a. Pre-test**

The pre-test conduct to find out the homogeneity and normality of the sample. It gave for both classes before doing the treatment to the students (experimental and control class) to know the students basic ability in speaking. The researcher applies some steps in giving pre-test as follows:

- 1) The researcher distributed the test paper to both class; experiment and control class.
- 2) The researcher explained what students need to do.
- 3) The researcher gave the time for memorize the dialog.
- 4) Then, the researcher asked students to speak in front of the class.

b. Treatment

After conducting pre-test, the researcher gave a treatment (Audio Lingual Method) to students who are in the experimental class. The researcher guided the way of learning process by audio lingual method and supported them. With audio lingual method, students need to speak with dialog memorizing. While the control class teach by teacher's method. The researcher has some procedures in treating the class.

c. Post-test

The post-test gave for both classes (experimental class and control class) after implementing audio lingual method for the experimental class and teacher's method for control class in order to know the students' ability in speaking after doing the treatment. This post-test is the final test in the research, especially measuring the treatment, whether there is a significant or not. There are some procedure for gives the test, they are:

- 1) The teacher and the students concluded the lesson for speaking test.
- 2) The teacher gave feedback to students' performance of speaking test and informs the next topic.
- 3) The teacher asked the students to convey their feeling while learning process.

- 4) Then the teacher asked the students to pray after learning and then, the teacher closed the learning by saying hamdalah.

### G. Technique of Data Analysis

The technique of the data analysis used in this research is T-test formula of two classes are test with using technique of data analysis as follow:

#### a. Requirement test

##### 1) Normality test

To know the normality, the researcher uses Chi-Quadrate formula. The formula is as follow:

$$x^2_{\text{hitung}} = \sum \frac{(f_0 - f_h)^2}{f_h}$$

Where:

$X^2$  = Chi -Quadrate

$F_0$  =Frequency is gotten from the sample/result of observation.

$F_h$  = Frequency is gotten from the sample as image from frequency is hoped from the population<sup>28</sup>.

##### 2) Homogeneity Test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it can be called homogeneous.

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<sup>28</sup> Mardalis, *Metode Penelitian: Suatu Pendekatan dan Analisis* (Jakarta: Bumi Aksara, 2003), p.85.

Homogeneity is the similarity of variance of the group be compared. So, the homogeneity test has function to find out whether the data are homogeny or not. It uses Harley test, as follow:

$$F = \frac{\text{The Biggest Variant}}{\text{The Smallest Variant}}$$

The homogeneity is accepted if  $F_{\text{count}} < F_{\text{table}}$

The homogeneity is rejected if  $F_{\text{count}} > F_{\text{table}}$

Where:

$n_1$ = Total of the data that bigger variant

$n_2$ = Total of the data that smaller variant<sup>29</sup>.

The hypothesis is reject if  $F < F_{\frac{1}{2} \alpha (n_1 - 1) (1 = n_2)}$ , whole if  $F_{\text{count}} > F_{\text{table}}$  homogeneity is accept. It determines with significant level 5% (0, 05) and dk numerator is ( $n_1$ ), while denominators is ( $n_2 - 1$ ).

#### b. Testing Hypothesis

To know the difference between experimental and control class the data will be analysing by using t-test formula as follow:

$$T_t = \frac{X_1 - X_2}{\sqrt{\frac{S_A^2}{n_A} + \frac{S_B^2}{n_b}}}$$

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<sup>29</sup> Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya*, (Jakarta: Kencana Prenada Media Group, 2003), p. 276

Where:

$T_t$  : The value which the statistical significance

$X_1$  : The average score of the experimental class.

$X_2$  : The average score of the control class.

$S_{1^2}$  : Derivational of experimental class.

$S_{2^2}$  : Derivational of control class.

$n_1$  : Number of experimental.

$n_2$  : Number of control class<sup>30</sup>.

To find out the result of the hypothesis, it has two criteria. First, if  $t_{count} < t_{table}$ ,  $H_0$  is accepted and if  $t_{count} > t_{table}$ ,  $H_a$  is accepted. The result of t-table can find after calculating the data by using t-test formula.

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<sup>30</sup> Ahmad Nizar Rangkuti, Statistik Untuk Penelitian Pendidikan, First Edit (Medan: Perdana Publishing, 2015), p.149.

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

As mentioned in earlier chapter, in order to find out The Effect of Using Audio Lingual Method on Students' Speaking Ability at the Tenth Grade of MAN 1 Padangsidempuan, the researcher had calculated the data using pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' speaking ability before giving the treatment and post-test to know the students' speaking ability after giving the treatment by using audio lingual method. After getting the data, the researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follows:

#### **A. Description of Data**

##### **1. The Description of Data of Control Class**

###### **a. Control Class in Pre-Test**

In pre-test of control class, the researcher calculated the result that had been gotten by the students in speaking test (dialogue memorization). The researcher gave them the test about "Visit an ill friend"

After getting the students' score of control class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in pre - test was 2.345, mean was 63.37, median was 60, modus was 60, variant was 137.57, and standard deviation was 11.72. The researcher got the highest score was 85 and the lowest score was 40.

The score of pre-test control class can be seen in following table:

**Table IV.1**  
**The Score of Control Class in Pre-Test**

No.	Description	Result
1.	Total Score	2.345
2.	Highest score	84
3.	Lowest score	40
4.	Mean	63.37
5.	Median	60
6.	Modus	60
7.	Range	45
8.	Interval	3
9.	Variants	137.57
10.	Standard Deviation	11.71

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval between 40 - 59 was 10 students (27.02%), interval class between 59-45 was 22 students (59.45%), and interval class between 80-99 was 5 students (13.513%).

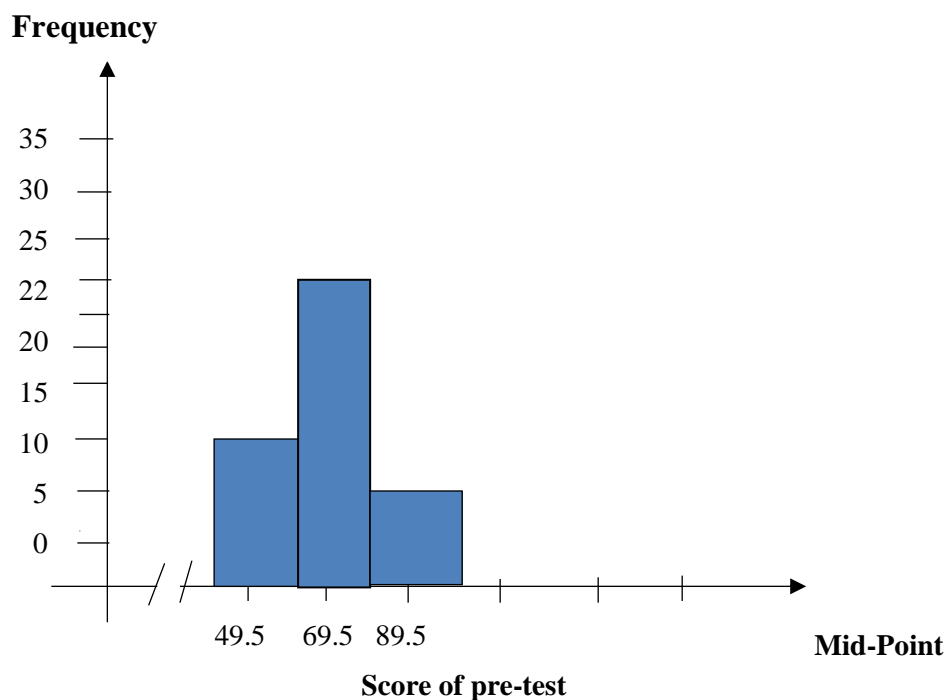
Then, the computed of the frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follow:

**Table IV.2**  
**Frequency Distribution of Students' Score**

No.	Interval	Midpoint	Frequency	Percentages
1.	40-59	49.5	10	27.02 %
2.	60-79	69.5	22	59.45%
3.	80-99	89.5	5	13.513%
Total		208.5	37	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

**Figure IV.1**  
**Description Data Pre-Test of Control Class**



The diagram 4 above described the students' score based in the mid score. It can be seen the comparison between the lowest and the highest score. The highest score was shown in the diagram. From the diagram of the students' score of control class in pre-test shown that the lowest interval 40-59 was 10 student in mid - point 39.5 and the highest interval 80-99 was 5 students in mid-point 79.5.

**b. Control Class in Post – Test**

In post-test of control class, the researcher calculated the result that had been gotten by the students in speaking test. The researcher gave them the test about “Daily activity”.

After getting the students' score of control class in pre-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of control class in post-test was 2.500, mean was 67.56 median was 60, modus was 60, range was 40, interval was 3, variants was 102.25 and standard deviation was 10.11. The researcher got the highest score was 90 and the lowest score was 50. The score of post-test control class can be seen in the following table:

**Table IV.3**  
**The Score of Control Class in Post-Test**

<b>No.</b>	<b>Description</b>	<b>Result</b>
1.	Total Score	2.500
2.	Highest score	90
3.	Lowest score	50
4.	Mean	67.56
5.	Median	60
6.	Modus	60
7.	Range	40
8.	Interval	3
9.	Variants	102.25
10.	Standard Deviation	10.11

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 50-69 was 16 student (40%), interval class between 70-89 was 19 students (50%), and interval class between 90-109 was 1 students (10%),

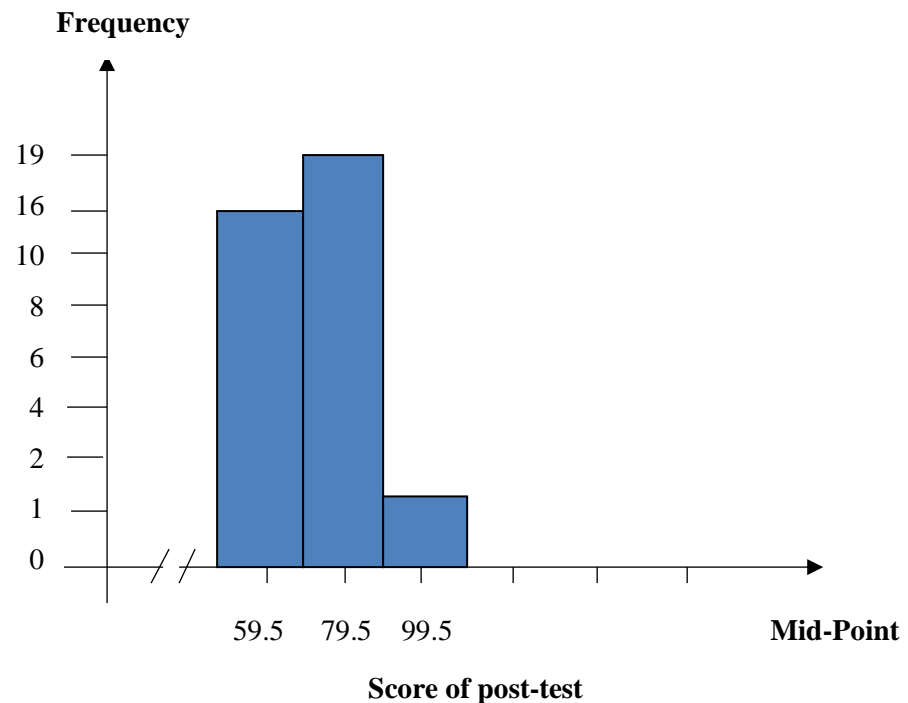
Then, the computed of the frequency distribution of the students' score of control class in post-test could be applied into table frequency distribution as follow:

**Table IV. 4**  
**Frequency Distribution of Students' Score**

No.	Interval	Mid-Point	Frequency	Percentages
1.	50-69	59.5	16	40%
2.	70-89	79.5	19	50%
3.	90-109	99.5	1	10%
4.		238.5	37	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

**Figure IV.2**  
**Description Data Post-Test of Control Class**



The diagram 6 above described the students' score based on the mid-point. It can be seen the comparison between the lowest score and the highest score. From the diagram of the students' score

of control class in post-test shown that the lowest interval 50-69 was 16 student in mid-point 49.5 and the highest interval 90-109 was 1 student in mid-point 89.5.

## **2. The Description of Data in Experimental Class**

### **a. Experimental Class of Pre-Test**

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in speaking test (dialogue memorization). The researcher gave them the test about “Visit an ill friend”

After getting the students’ score of experimental class pre-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on Statistic formula. The researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of experimental class in pre-test was 2. 535, mean was 70.41, median was 72.5, modus was 75 range was 40, interval was 6, variants was 103.39 and standard deviation was 10.16. The researcher got the highest score was 90 and the lowest score was 50.

The score of experimental class in pre-test can be seen in the following table:

**Table IV.5**  
**The Score of Experimental Class in Pre-Test**

<b>No.</b>	<b>Description</b>	<b>Result</b>
1.	Total Score	2.535
2.	Highest score	90
3.	Lowest score	50
4.	Mean	70.41
5.	Median	72.5
6.	Modus	75
7.	Range	40
8.	Interval	6
9.	Variants	103.39
10.	Standard Deviation	10.16

After getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 50-56 was 3 students (33.3 %), interval class between 57-63 was 6 students (16.6 %), interval class between 64-70 was 9 students (0.25%), interval class between 71-77 was 9 students (0.25 %), interval class between 78-84 was 3 students (33.3 %), and the last interval class between 85-91 was 6 students (16.6%).

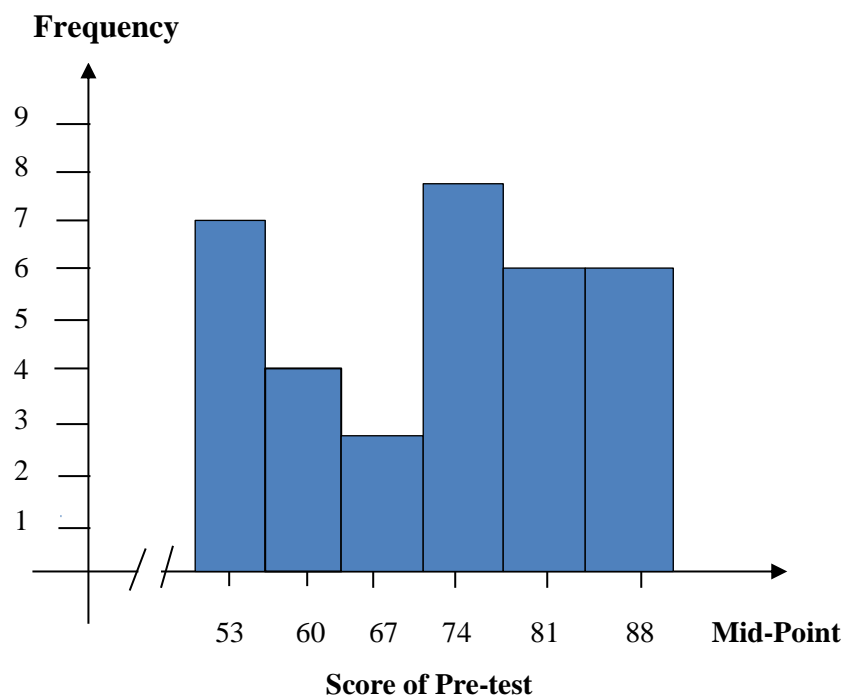
The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

**Table IV.6**  
**Frequency Distribution of Students' Score**

No.	Interval	Mid-point	Frequency	Percentages
1.	50-56	53	3	33.38%
2.	57-63	60	6	16.6%
3.	64-70	67	9	0.25%
4.	71-77	74	9	0.25%
5.	78-84	81	3	33.3%
6.	85-91	88	6	16.6%
		423	36	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below;

**Figure IV.3**  
**Description Data Pre-Test of Experimental Class**



The diagram above described the students' score based on the mid-point. It can be seen the comparison between the lowest score and the high score. Besides, the highest score was shown in the diagram. From the diagram of the students' score of experimental class in pre-test shown that lowest interval 50-56 was 3 students in mid-point 53 and the highest interval 85-91 was 6 students in mid-point 88.

#### **b. Experimental Class in Post-Test**

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in speaking test (dialogue memorization). The researcher gave them the test about "Daily activity".

After getting the students' score of experimental class in post-test, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score (average), median, modus, range, interval, variants and standard deviation.

The total score of experimental class in post-test was 2.675, mean was 74.30, median was 72.50, modus was 80, range was 40, interval was 6, variants was 1 23.07 and standard deviation was 11.09. The researcher got the highest score was 90 and the lowest score was 40.

The score of post-test experimental class can be seen in the following table:

**Table IV.7**  
**The Score of Experimental Class in Post-Test**

<b>No.</b>	<b>Description</b>	<b>Result</b>
1.	Total Score	2.675
2.	Highest score	90
3.	Lowest score	40
4.	Mean	74.30
5.	Median	72.50
6.	Modus	80
7.	Range	40
8.	Interval	6
9.	Variants	123.07
10.	Standard Deviation	11.09

After calculating and getting the result of mean, median and modus, the researcher moved to the next step is determining midpoint of all the intervals. After that, the researcher made it into percentages to see the dominants score that gotten by the students.

The students' score in class interval class between 50-56 was 5 students (13.89%), interval class between 57-63 was 2 students (5.56%), interval class between 64-70 was 6 students (16.67%), interval class between 71-77 was 5 students (13.89 %), and interval class between 78-10 was 9 students (27.78 %) and interval class between 85-91 was 8 (22.22% ).

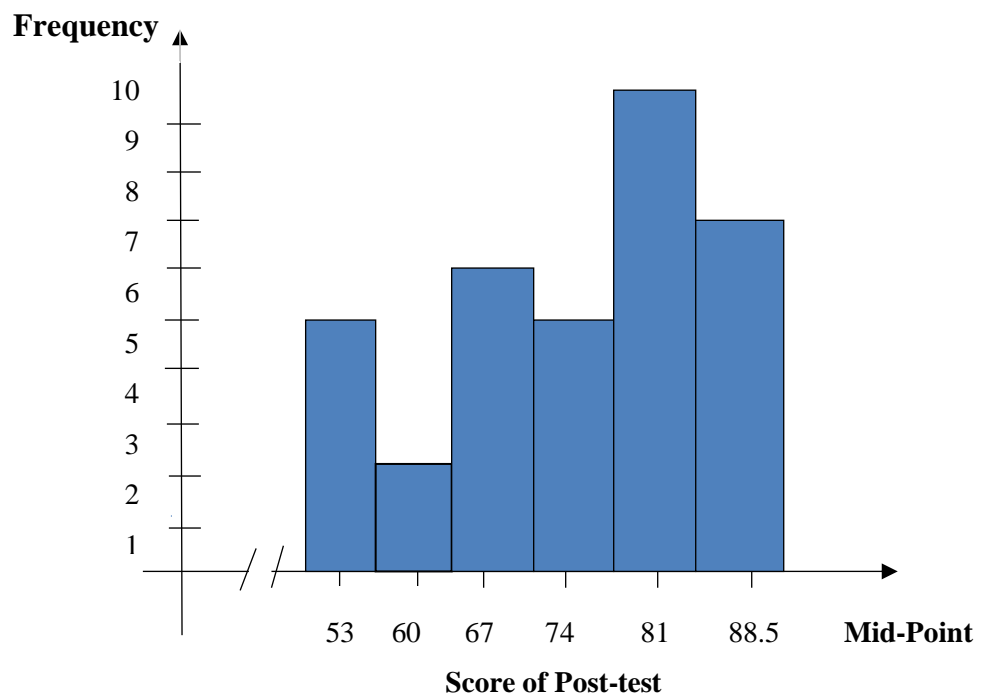
Then, the computed of the frequency distribution of the students' score of experimental class in post-test could be applied into table frequency distribution as follow:

**Table IV.8**  
**Frequency Distribution of Students' Score**

No.	Interval Class	Mid-Point	Frequency	Percentages
1	50-56	53	5	13.89%
2	57-63	60	2	5.56 %
3	64-70	67	6	16.67%
4	71-77	74	5	13.89%
5	78-84	81	10	27.78%
6	85-92	88.5	8	22.22%
		<b>423.5</b>	<b>36</b>	100%

In order to get the description of the data clearly and completely, the researcher presented them in diagram on the following below:

**Figure IV.4**  
**Description Data Post-Test of Experimental Class**



The diagram 8 above described the students' score based on the interval class. It can be seen the comparison between the lowest score and the highest score. Besides, the highest score was shown in the highest diagram. From the diagram of the students' score of experimental class in post-test shown that the lowest interval 50-56 was 5 students in mid-point 53 and the highest interval 85 – 92 was 8 students in mid-point 88.5.

### **3. Description of Comparison Score of Pre-Test and Post-Test**

#### **a. Comparison Score of Pre-Test and Post-Test in Experimental Class**

After the researcher getting the result of experimental class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation.

The comparison Score between pre-test and post-test of experimental class can be seen in following table:

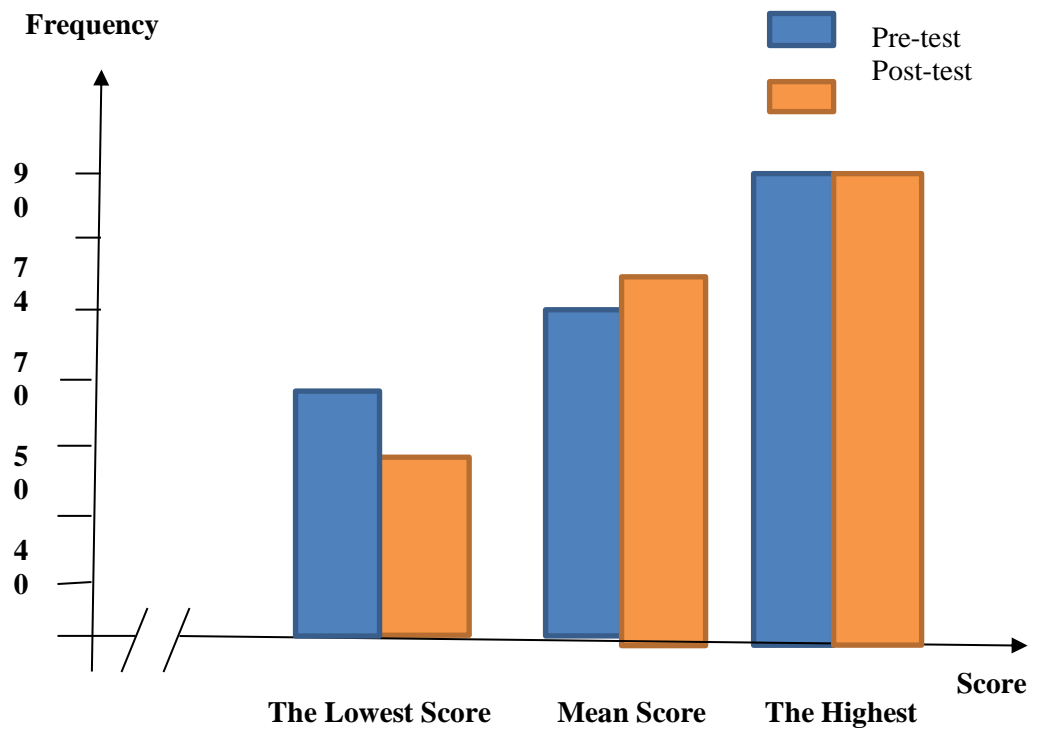
**Table IV.9****The Comparison Data of Experimental Class in Pre-test and Post test**

<b>Description</b>	<b>Pre –Test</b>	<b>Post-Test</b>
Total Score	2.535	2.675
Highest score	90	90
Lowest score	50	40
Mean	70.41	74.30
Median	72.5	72.50
Modus	75	80
Range	40	40
Interval	6	6
Variants	103.39	123.07
Standard Deviation	10.16	11.09

Based on the table 14 of pre-test and post-test, the researcher found that most of the students got low score in pre-test. Experimental class consisted of 36 students (X -K). The lowest score in pre-test was 50 and the highest score was 90. But, in post-test, the lowest score was 40 and the highest score was 90. Based on the description above, it can be concluded that the students' score in post-test was higher than the students' score in pre-test.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below:

**Figure IV.5**  
**The Comparison Data of Students' score**  
**in Experimental Class (Pre-test & Post-test)**



From histogram IV.5, in control class of pre-test and post-test the lowest score is 40 and 50, mean score is 74.30 and 0.41 and highest score is 90 and 90.

#### **b. Comparison Score of Pre-Test and Post-Test in Control Class**

After getting the result of control class in pre-test and post-test, the researcher made in the table form to compare the differences between pre-test score and post-test which consisted of total score, highest score, lowest score, mean, median, modus, range, interval, variants, and standard deviation. The comparison Score between

pre-test and post-test of experimental class can be seen in following table:

**Table IV.10**  
**The Comparison Data of Control Class in Pre-test and Post-test**

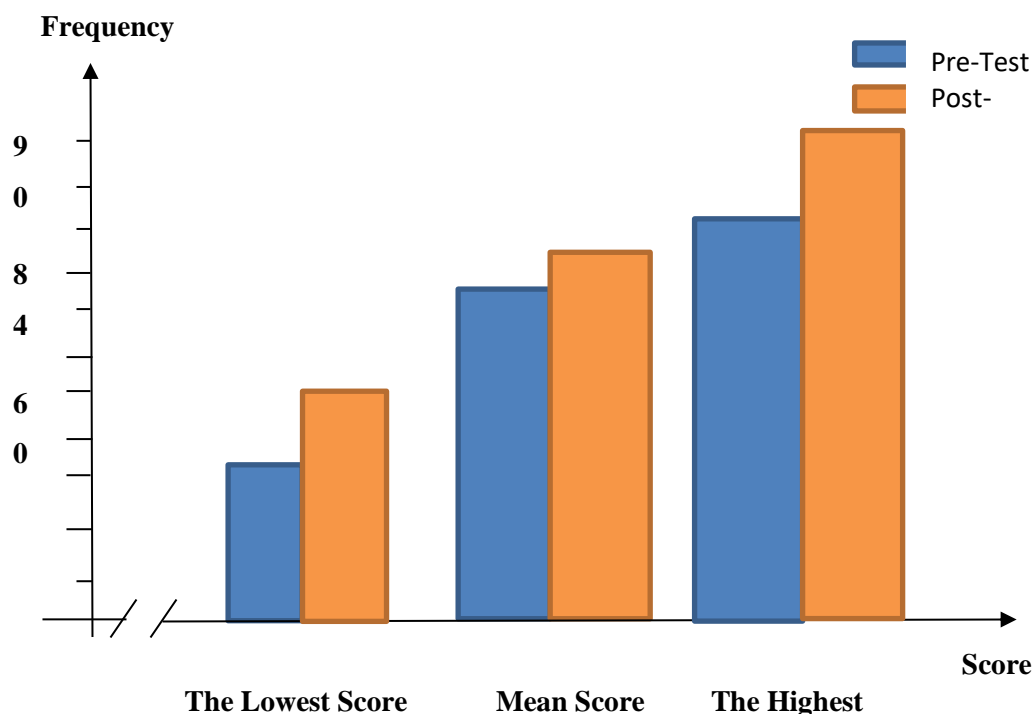
<b>Description</b>	<b>Pre –Test</b>	<b>Post-Test</b>
Total Score	2.345	2.500
Highest score	84	90
Lowest score	40	50
Mean	63.37	67.56
Median	60	60
Modus	60	60
Range	45	40
Interval	3	3
Variants	137.57	102.25
Standard Deviation	11.71	10.11

Based on the table 16, the researcher found that most of the students got low score in pre-test. Control class consisted of 37 students ( $X - L$ ). The lowest score in pre-test was 40 and the highest score was 84. But, in post-test, the lowest score was 50 and the highest score was 90. Based on the description above, it can be concluded that the students' score in post-test increased slightly from the students' score in pre-test.

To get the data description of both of classes clearly, the researcher presented them in his diagram on the following below;

Figure IV.6

**The Comparison Data of Students' score  
in Control Class (Pre-test & Post-test)**



From histogram IV.6, in control class of pre-test and post-test the lowest score is 40 and 50, mean score is 63.37 and 67.56 and highest score is 84 and 90.

## B. Data Analysis

### 1. Requirement Test

#### a. Normality of Experimental Class and Control Class in Pre-Test

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found  $\chi^2_{count}$ , meanwhile  $\chi^2_{table}$  was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and

control class in pre-test were distributed normal, the researcher calculated the homogeneity test by  $f_{formula}$  to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in pre-test, the researcher presented it in the following table:

**Table IV.11**  
**Normality and Homogeneity in Pre-Test**

Class	Normality Test		Homogeneity Test	
	$x^2_{count}$	$x^2_{table}$	$f_{count}$	$f_{table}$
Experimental Class	-221.97	11.070	1.33 < 2.92	
Control Class	-15.61	30.144		

Based on the table IV.11, the score of experimental class  $x^2_{count} = -221.97 < x^2_{table} = 11.070$  with  $n = 36$  and control class  $x^2_{count} = -15.61 < x^2_{table} = 30.144$  with  $n = 37$ , and real level  $\alpha 0.05$ . Cause  $x^2_{count} < x^2_{table}$  in the both class, so,  $H_a$  was accepted. It means that experimental class and control class were distributed normal.

The coefficient on  $F_{Count} = 1.33$  was compared with  $F_{table}$ . Where  $F_{table}$  was determined at the real level  $\alpha 0.05$ , and the different numerator  $dk = n - 1 = 36 - 1 = 35$  and denominator  $dk = n - 1 = 37 - 1 = 36$ . So, by using the list of critical value at  $f_{distribution}$  is got  $f_{0,05} = 2.92$ . It showed that  $F_{count} 1.33 < F_{table} 2.92$ . Therefore,

the researcher concluded that the variant from the data of the Students' Speaking ability at the X of MAN 1 Padangsidempuan by experimental class and control class in pre-test was homogenous.

**b. Normality of Experimental Class and Control Class in Post Test**

After the researcher calculated the normality test by using Chi Quadrat formula, the researcher found  $x^2_{count}$ , meanwhile  $x^2_{table}$  was found based on the table of Chi Quadrat distribution. After the researcher found that the data of experimental class and control class in post-test were distributed normal, the researcher calculated the homogeneity test by  $f_{formula}$  to know the homogeneity of the in experimental class and control class.

To see the normality and homogeneity of experimental class and control class in post-test, the researcher presented it in the following table:

**Table IV.12**  
**Normality and Homogeneity in Post-Test**

Class	Normality Test		Homogeneity Test	
	$x^2_{count}$	$x^2_{table}$	$f_{count}$	$f_{table}$
Experimental Class	-128.76	11.070	1.20 < 2.92	
Control Class	-56.61	30.144		

Based on the table IV.12, the score of experimental class  $x^2_{count} = -128.76 < x^2_{table} = 11.070$  with  $n = 36$  and control class  $x^2_{count} = -56.61 < x^2_{table} = 30.144$  with  $n = 37$ , and real level  $\alpha$

0.05. Cause  $\chi^2_{count} < \chi^2_{table}$  in the both class, so,  $H_a$  was accepted. It means that experimental class and control class were distributed normal.

The coefficient on  $f_{formula} = 1.20$  was compared with  $f_{table}$ . Where  $f_{table}$  was determined at the real level  $\alpha$  0.05, and the different numerator  $dk = n-1 = 36-1 = 35$  and denominator  $dk = n-1 = 37-1 = 36$ . So, by using the list of critical value at  $f_{distribution}$  is got  $f_{0,05} = 2.92$ . It showed that  $f_{count} 1.20 < f_{table} 2.92$ . Therefore, the researcher concluded that the variants from the data of the Students' Speaking ability at tenth grade students of MAN 1 Padangsidimpuan by experimental class and control class in post-test was homogenous.

## 2. Hypothesis Test

The researcher used parametric test by using T-test to analyse the hypothesis. After calculating the data of post-test, the researcher has found that post-test result of experimental class and control class is normal and homogenous.

The result of t table was found after calculating the data by using t-test formula. The hypothesis test was two criteria. They are if  $t_{count} < t_{table}$ ,  $H_0$  is accepted and if  $t_{count} > t_{table}$ ,  $H_a$  is accepted. Based on the researcher calculation in pre-test, the researcher found that  $t_{count} 1.68$  while  $t_{table} 1.994$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 75$ . Cause  $t_{count} < t_{table}$  ( $1.68 < 1.944$ ),

it means that hypothesis  $H_a$  was rejected and  $H_0$  was accepted. So, in pre-test, the two classes were same. There is no difference in the both of classes. But, in post-test, the researcher found that t-count 3.87 while t-table 1.994 with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 75$ . Cause  $t_{count} > t_{table}$  ( $3.87 > 1.994$ ), it means that the hypothesis  $H_a$  was accepted and  $H_0$  was rejected.

**Table IV.13**  
**Result of Hypothesis**

Pre-Test		Post-Test	
t-count	t-table	t-count	t-table
<b>1.68 &lt; 1.994</b>		<b>3.87 &gt; 1.994</b>	

In this case, the mean score of experimental class by using audio lingual method was 74.30 and mean score of control class was 63.37 that was taught by using the teacher's. So, there was the effect of using audio lingual method at grade X MAN 1 Padangsidimpuan.

### C. Discussion

The researcher discusses the result of the research. Based on the result of data analysis, there is an effect of audio-lingual method on speaking ability. The researcher got the mean score of experimental class in pre-test 70.41 and in post-test 74.30. Then the mean score of control class in pre-test 63.37 and in post-test 67.56. So, based on its comparing can be concluded score of experimental class higher than control class. Automatically, audio-lingual method had significantly.

It also discussed in some research that related to this result of this research. First is based on Jurmasari's research<sup>31</sup>. The result of the research showed that the students' achievement and performance from the first to the second cycle have improved highly. It can be seen that the improvement of their score from the first until the second cycle. The mean score of the pre-test is 2.2, but it has increased to 3.8 at the first cycle, and 4.4 at the second cycle. In the pre-test, the highest score is 4.1 become 4.7 in the post-test in the first cycle, and 5 in the second cycle. In the pre-test the lowest score is 1 and become 1.6 in the first cycle, and 3.2 in the second cycle. In conclusion, Audio lingual Method increased the speaking skill of the first grade at Junior High School 26 Makassar significantly.

Second is Erdila's research<sup>32</sup>. He found the result of this research shows that audio lingual method can to improving students speaking ability. The mean score of the pre - assessment was 56.39 there were no students who could pass standard of minimum completeness (KKM). The mean score of cycle one was 61.71 student who could not pass KKM the mean score of cycle two 71.79 students who could pass standard of minimum completeness (KKM) it so that audio lingual method can improve students speaking ability at tenth grade at SMKS 15 Taruna Indonesia kota Bengkulu in academic year 2018/2019.

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<sup>31</sup> Irwanah Jurmasari, 'The Implementation of Audiolingual Method to Improve Students Speaking Skill' (State Islamic University of Alauddin Makassar, 2014) <[http://repositori.uin-alauddin.ac.id/6932/1/IRWANAH JURMASARI.pdf](http://repositori.uin-alauddin.ac.id/6932/1/IRWANAH_JURMASARI.pdf)>.

<sup>32</sup>Erdila, 'The Use of Audio Lingual Method to Improve Students' Speaking Achievement in Vocational School', *Thesis* (IAIN Bengkulu, 2019) <<http://repository.iainbengkulu.ac.id/3312/1/Erdila.pdf>>.

Based on the result, the researcher got mean score in post-test was higher than mean score in pre-test and also t-count was higher than t-table ( $3.87 > 1.994$ ). It can be concluded that there was significant effect of using audio lingual method to students speaking ability at the tenth grade of MAN 1 Padangsidempuan. Comparing with the previous research, the result is significantly.

After the researcher doing the research, the theory and also other researchers' result proved that audio lingual method is very useful for helping students in speaking. Therefore, the researcher suggest to other researcher to do Classroom Action Research (CAR) method to prove deeply that this method is very good to apply in teaching speaking.

#### **D. Threats of the Research**

There were some threats that faced by the researcher when conducting this research. Besides, the time spent in teaching learning process was minimized. Because of that, the researcher was less effective in implementing the research. The other threats that faced by the researcher were as follows:

1. Some of the students were not serious in doing the pre-test and post. Some of them were cheating and help each other.
2. Some of the students were noisy while the learning process. They were not concentrating in following the learning process. And also some of them talked to their friends in outside of the topic lesson that given by the researcher

3. The researcher couldn't explain the material by using English fully because some of the students didn't understand English well. Some of them were difficult to understand the material if the teacher English fully.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusions of this research are following:

1. The Students' speaking ability at grade X MAN 1 Padangsidempuan in learning without using audio lingual method with the mean score of control class in pre-test was 63.37. It is enough categorized.
2. The students' speaking ability at grade X MAN 1 Padangsidempuan in learning taught by audio lingual method in experimental class in post-test was 74.30. It is good categorized.
3. There is a significant effect of audio lingual method to students speaking ability at grade X MAN 1 Padangsidempuan. It can be seen from the result of t-test. The result of t-test was found  $t_{count} > t_{table}$  ( $3.87 > 1.994$ ) which means  $H_a$  was accepted and  $H_o$  was rejected.

#### B. Suggestion

The researcher got many information and knowledge in English teaching and learning after finishing this research. From this research, the researcher saw some things need to be improved. It makes the researcher gives some suggestions, as follow:

1. For the head master of MAN 1 Padangsidempuan, it is hoped to inform the English teacher in the school to use audio lingual method in teaching

speaking. The researcher and other proved that audio lingual method was effective to be applied in classroom.

2. For the English teacher, it is hoped to use this method while teaching speaking because this method had been proved and can help the students in understand speaking.
3. For the students, it is hoped can be useful to improve their speaking ability after using the audio lingual method.
4. For the next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research, even do a comparison between this researches to another research with the similar variables or factors.

### **C. Implication**

The Implication of this research is to know whether the using of audio lingual method is useful to improve the students' speaking ability. These findings suggest that audio lingual method can be used as one of the method to improve the students' speaking ability. Furthermore as this research has explained in the previous chapters, audio lingual method will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language. The Audio Lingual method teaches language through dialogues that focus on habit formation of students. This will not only aids in development of students' speaking ability, but it will also develop students' pronunciation and grammar better. It is also proved as

the related findings explained that the researcher used to support this research that audio lingual method also benefits to improve other skills for the students. As previously noted, the effect of using audio lingual method has been proved by this research and it is hoped to help and support for the other researcher interested in this area of study.

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## CURICULUM VITAE



### A. Identify

- a. Name : Ummi Khodijah Hutasuhut
- b. Reg.No : 18 203 00059
- c. Place/Birthday : Batang Toru, October 21<sup>st</sup> 2000
- d. Sex : Female
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- f. Address : Batang Toru
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### B. Parents

- a. Father : Ahmad Efendi Hutasuhut  
Job : Farmer
- b. Mother : Juliana Siregar  
Job : Farmer
- c. Address : Batang Toru

### C. Educational Background

- a. Elementary School : SDN 1 Batang Toru
- b. Junior High School : MTsN Batang Toru
- c. Senior High School : SMK N 2 Batang Toru
- d. College : State Islamic University of Syekh Ali Hasan  
Ahmad Addary Padang Sidempuan

### APPENDIX 3

### INSTRUMENT FOR PRE TEST

#### Dialouge: Visit an ill friend

A : Hello.....

B : Hi..... come in, please.

A : I hear you were ill.

A : Yes, I had ill three days up to now.

B : have you seen to a doctor?

A : yes, I have. He said I get typhoid (tipus).

B : I am sorry. I just hear this morning.

A : It doesn't matter. Thank you for visiting me here.

B : How about your appetite for food ?

A : Fine, I get a vitamin from doctor.

B : Do you eat fruit?

A : No, I don't. I have to eat porridge.

B : May you eat vegetables?

A : No, I may not.

B: Yes, I always pray to you.

A : Thank you for your blessing.

B : You are welcome. Get well soon.....

Validator,

---

NIP.

Dialouge: Visit an ill friend

A : Hello.....

B : Hi..... come in, please.

A : I hear you were ill.

A : Yes, I had ill three days up to now.

B : have you seen to a doctor?

A : yes, I have. He said I get typhoid (tipus).

B : I am sorry. I just hear this morning.

A : It doesn't matter. Thank you for visiting me here.

B : How about your appetite for food ?

A : Fine, I get a vitamin from doctor.

B : Do you eat fruit?

A : No, I don't. I have to eat porridge.

B : May you eat vegetables?

A : No, I may not.

B: Yes, I always pray to you.

A : Thank you for your blessing.

B : You are welcome. Get well soon.....

## **APPENDIX 4**

### **INSTRUMENT POST TEST**

#### **Dialogue: Daily Activity**

Student 1: Hey, what did you do today?

Student 2: Not much, just went to class and then came home. How about you?

Student 1: I had a pretty busy day. I had a test in my math class, and then I went to the gym.

Student 2: How did the test go?

Student 1: It went pretty well, I think I did okay. How was your day in classes?

Student 2: It was good, just the usual lectures and discussions. I have a paper due next week, so I spent some time working on that.

Student 1: Oh, that sounds like a lot of work. I have a project due next week too, so I need to start working on that.

Student 2: Yeah, it's always something, isn't it?

Student 1: Definitely. But, it's all part of the college experience.

Student 2: True. Hopefully, we can get everything done and have some free time to relax later.

Student 1: Definitely. I'm looking forward to the weekend.

Student 2: Me too. Let's plan to hang out sometime.

Student 1: Sure thing, that sounds great. But here I wanna borrow your bike.

Students 2 : Sure, where are you going to go?

Students 1 : I am going to the market.

Students 2 : oh I see.

Students 1 : can you go with me?

Students 2 : I am sorry. I cannot go with you. Because I am going to help my father.

Students 1 : Oke. I'll go first. See you soon for our weekend.

Validator,

---

NIP.

**Dialogue: Daily Activity**

Student 1: Hey, what did you do today?

Student 2: Not much, just went to class and then came home. How about you?

Student 1: I had a pretty busy day. I had a test in my math class, and then I went to the gym.

Student 2: How did the test go?

Student 1: It went pretty well, I think I did okay. How was your day in classes?

Student 2: It was good, just the usual lectures and discussions. I have a paper due next week, so I spent some time working on that.

Student 1: Oh, that sounds like a lot of work. I have a project due next week too, so I need to start working on that.

Student 2: Yeah, it's always something, isn't it?

Student 1: Definitely. But, it's all part of the college experience.

Student 2: True. Hopefully, we can get everything done and have some free time to relax later.

Student 1: Definitely. I'm looking forward to the weekend.

Student 2: Me too. Let's plan to hang out sometime.

Student 1: Sure thing, that sounds great. But here I wanna borrow your bike.

Students 2 : Sure, where are you going to go?

Students 1 : I am going to the market.

Students 2 : oh I see.

Students 1 : can you go with me?

Students 2 : I am sorry. I cannot go with you. Because I am going to help my father.

Students 1 : Oke. I'll go first. See you soon for our weekend.

**APPENDIX 5****Score of Control Class in Pre-test**

No.	The Name of Students (n)	Indicators of speaking				Pre-Test
		P	I	F	A	
1	ARR	3	4	4	4	75
2	AS	3	3	3	3	60
3	AKH	3	3	2	2	50
4	AD	3	2	3	3	55
5	AR	2	2	2	2	40
6	AR	3	3	3	3	60
7	AA	3	2	3	3	45
8	ARL	3	3	3	3	60
9	AD	3	4	4	4	75
10	AR	4	4	4	4	80
11	AT	3	3	3	3	60
12	ATM	3	2	3	3	45
13	DAK	3	3	4	4	70
14	DZR	3	3	3	3	60
15	EZ	4	4	4	5	85
16	FA	3	3	4	4	70
17	GS	3	3	3	3	60
18	HA	2	2	2	2	40
19	HF	4	4	4	4	80
20	HP	3	2	3	3	55
21	IH	3	4	4	4	75
22	II	3	3	4	3	65
23	KH	4	4	4	5	85
24	MB	3	3	3	3	60
25	NM	3	3	3	3	60
26	NHR	3	3	4	4	70
27	NH	3	2	3	3	55
28	NA	3	3	3	3	60
29	RS	3	3	4	4	70
30	RD	3	2	3	3	55
31	RS	3	2	3	3	55
32	CS	4	4	4	4	80
33	SN	3	3	3	3	60
34	SMI	3	4	4	4	75
35	SA	3	3	4	4	70
36	TPS	3	3	4	3	65
37	TAZ	3	3	3	3	60
						2.345

## APPENDIX 6

### Score of Control Class in Post-test

No.	The Name of Students (n)	Indicators of speaking				Pre-Test
		P	I	F	A	
1	ARS	3	3	4	4	70
2	AS	4	3	4	4	75
3	AKH	3	2	3	3	50
4	AD	3	2	3	3	50
5	AR	3	3	3	3	60
6	AR	3	3	3	3	60
7	AA	3	3	3	3	60
8	ARL	4	3	4	4	75
9	AD	3	4	4	4	80
10	AR	4	4	4	4	85
11	AT	3	3	3	3	60
12	ATM	3	3	3	3	60
13	DAK	3	3	4	4	70
14	DZR	3	3	4	4	70
15	EZ	3	5	5	5	90
16	FA	4	3	4	4	75
17	GS	3	3	4	4	70
18	HA	4	4	4	4	85
19	HF	3	3	3	3	60
20	HP	3	2	3	3	50
21	IH	3	3	3	3	60
22	II	3	3	3	3	60
23	KH	4	3	4	4	75
24	MB	3	3	4	4	70
25	NM	4	3	4	4	75
26	NHR	4	3	4	4	75
27	NH	3	3	4	4	70
28	NA	3	3	3	3	60
29	RS	3	2	3	3	50
30	RD	3	3	3	3	60
31	RS	3	3	3	3	60
32	CS	4	3	4	4	75
33	SN	3	3	4	4	70
34	SMI	4	3	4	4	75
35	SA	4	3	4	4	75
36	TPS	3	3	4	3	65
37	TAZ	3	3	4	4	70
						2.500

**APPENDIX 7**

**Score of Experimental Class in Pre - Test**

No.	The Name of Students (n)	Indicators of Speaking				Pre-test
		P	I	F	A	
1	AFNH	3	3	3	3	60
2	ADK	3	3	4	3	65
3	ASH	3	3	2	2	50
4	AHH	3	3	2	2	50
5	AR	3	3	3	2	55
6	AMG	3	3	3	3	60
7	AMS	3	3	3	3	60
8	AF	3	3	3	3	60
9	FN	3	3	4	3	65
10	FF	3	3	4	3	65
11	FAFH	3	4	4	5	80
12	GF	5	4	4	3	80
13	HR	3	3	3	4	75
14	IFA	4	3	3	3	75
15	KM	5	4	4	4	85
16	LNP	4	4	4	5	85
17	MF	3	4	4	3	70
18	MA	3	3	4	4	70
19	MAS	3	3	3	4	75
20	MAH	4	3	3	3	75
21	MH	3	4	3	3	75
22	NMH	3	3	3	4	75
23	NAN	4	4	4	5	85
24	NHB	3	3	3	3	60
25	RAH	5	4	4	4	85
26	RFD	4	5	4	5	90
27	RQ	3	4	3	3	75
28	SR	3	4	3	3	75
29	SFT	3	4	4	3	70
30	SAH	3	3	4	3	65
31	SZA	3	3	3	4	75
32	SAR	3	3	3	3	60
33	ZRA	3	3	3	4	75
34	ZK	3	3	4	3	65
35	ZMM	3	4	4	5	80
36	ZK	3	3	4	3	65
						2.535

**APPENDIX 8**

### Score of Experimental Class in Post-Test

No.	The Name of Students (n)	Indicators of Speaking				Pre-test
		P	I	F	A	
1	AFNH	3	3	3	3	55
2	ADK	3	3	4	3	55
3	ASH	3	3	2	2	60
4	AHH	3	3	2	2	70
5	AR	3	3	3	2	50
6	AMG	3	4	4	3	80
7	AMS	4	3	3	4	80
8	AF	3	4	4	3	80
9	FN	3	3	4	3	75
10	FF	3	3	4	3	55
11	FAFH	3	4	4	5	75
12	GF	5	4	4	3	70
13	HR	3	3	3	4	70
14	IFA	4	3	3	3	70
15	KM	5	4	4	4	75
16	LNP	4	4	4	2	60
17	MF	3	4	4	3	55
18	MA	3	3	4	4	75
19	MAS	3	3	3	4	80
20	MAH	4	4	3	5	90
21	MH	3	4	3	3	75
22	NMH	3	3	3	4	85
23	NAN	4	4	4	5	80
24	NHB	3	3	3	3	65
25	RAH	5	4	4	4	85
26	RFD	4	3	4	4	80
27	RQ	3	4	3	3	85
28	SR	4	4	3	5	90
29	SFT	3	4	4	3	85
30	SAH	3	3	4	3	80
31	SZA	4	4	3	4	80
32	SAR	3	3	3	3	70
33	ZRA	3	3	4	4	85
34	ZK	5	4	4	3	90
35	ZMM	3	4	5	5	80
36	ZK	3	5	4	3	80
						2.675

## APPENDIX 9

### RESULT OF NORMALITY TEST IN PRE-TEST

#### A. Result of Normality Test of Control Class (X - L)

1. The score of X - L class in pre-test from low to high score:

40	40	45	45	50	55	55	55
55	55	60	60	60	60	60	60
60	60	60	60	60	65	65	70
70	70	70	70	75	75	75	75
80	80	80	85	85			

2. Range ( R ) = high score – low score

$$= 85 - 40$$

$$= 45$$

3. Total of Classes (K) =  $1 + 3.3 \log ( n )$

$$= 1 + 3.3 \log (37)$$

$$= 1 + 3.3 (6.0)$$

$$= 1 + 19.8$$

$$= 20.8$$

4. Length of Classes =  $\frac{\text{range}}{\text{total classes}}$

$$= \frac{45}{20}$$

$$= 2.25 \rightarrow 3$$

Mean

$$X = \frac{\sum Fi \cdot Xi}{\sum Fi} = 63.37$$

5. Median

$$Me = b + p \left( \frac{\frac{1}{2} n - f_k}{fi} \right) = 60$$

6. Modus

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right) = 60$$

7. Variant

$$s^2 = 137.57$$

8. Standard Deviation

$$S = 11.72$$

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	Z – Score	Limit of Large of the Area	Large of Z-Table	$f_e$	$f_o$	$(f_o \cdot f_e)^2$
40-59	39.5	-2.03	0.02118	-0.34952	-12.93	10	16.71
60-79	59.5	-0.33	0.37070	-0.72022	-26.64	22	343.48
80-99	79.5	1.37	0.4147	-1.13492	-41.99	5	44.07

$$\begin{aligned} x^2 &= \sum (f_o - f_e)^2 / f_o \\ &= \left( \frac{16.71}{-12.93} \right) + \left( \frac{343.48}{-26.64} \right) + \left( \frac{44.07}{-41.99} \right) \\ &= -15.22 \end{aligned}$$

Based on the table above, the researcher found that  $x^2_{count} = -15.22$  while  $x^2_{table} = 30.144$ , cause  $x^2_{count} < x^2_{table}$  ( $-15.22 < 30.144$ ), with degree of freedom (dk) =  $20 - 1 = 19$  and significant level  $\alpha = 5\%$ . So, distribution of control class in pre-test was normal.

## B. Result of Normality Test of Control Class ( X- L)

1. The Score of X-L class in post-test from low to high score;

50	50	50	50	60	60	60	60	60
60	60	60	60	60	60	65	70	70
70	70	70	70	70	70	75	75	75
75	75	75	75	75	75	80	85	85
90								

2. Range (R) = high score- low score

$$= 90-50$$

$$= 40$$

3. Total of Classes (K) =  $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (37)$$

$$= 1 + 3.3 (6.0)$$

$$= 1 + 19.8$$

$$= 20.8$$

4. Length of Classes =  $\frac{\text{range}}{\text{totl of classes}}$

$$= \frac{40}{20} = 2 \rightarrow 3$$

5. Mean

–

$$X = \frac{\sum Fi \cdot Xi}{\sum Fi} = 67.56$$

6. Median

$$Me = b + p \left( \frac{\frac{1}{2} n - f_k}{fi} \right)$$

$$= 60$$

7. Modus

$$\begin{aligned} Mo &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\ &= 60 \end{aligned}$$

8. Variant

$$s^2 = 102.25$$

9. Standard Deviation

$$S = 10.11$$

Table of Normality Data Test with Chi Quadrate Formula

Interval Class	Class Limit	Z – Score	Limit of Large of the Area	Large of Z-Table	$f_o$	$f_e$	$(f_o \cdot f_e)^2$
50-69	49.5	-1.78	0.03754	-0.0796	-1.40	16	8.028
70-89	69.5	0.19	0.0755	-0.11346	-4.19	19	120.41
90	89.5	2.12	0.4830	-0.59646	-22.06	1	486.64

$$\begin{aligned} x^2 &= \sum (f_o - f_e)^2 / f_o \\ &= \left( \frac{8.028}{-1.40} \right) + \left( \frac{120.41}{-4.19} \right) + \left( \frac{486.64}{-22.06} \right) \\ &= -56.51 \end{aligned}$$

Based on the table above, the researcher found that  $x^2_{count} = -56,51$  while  $x^2_{table} = 30.144$  cause  $x^2_{count} < x^2_{table}$  ( $-56.51 < 30.144$ ), with degree of freedom (dk) =  $20 - 1 = 19$  and significant level  $\alpha = 5\%$ . So, distribution of control class in post-test was normal.

## APPENDIX 10

### RESULT OF NORMALITY TEST IN POST-TEST

#### C. Result of Normality Test of Experimental Class ( X - K)

1. The score of X –K class in pre-test from high to low score:

50	50	55	60	60	60	60
60	60	65	65		65	65
65	65	70	70	70	75	75
75	75	75	75	75	75	75
80	80	80	85	85	85	85
90	90					

2. Range = high score-lows core

$$= 90 - 50$$

$$= 40$$

3. Total of Classes (K) =  $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (36)$$

$$= 1 + 3.3 (1.5)$$

$$= 1 + 4.95$$

$$= 5.95 \rightarrow 6$$

4. Length of Classes =  $\frac{\text{range}}{\text{total of classes}}$

$$= \frac{40}{6}$$

$$= 6.66 \rightarrow 7$$

5. Mean

$$\bar{X} = \frac{\sum Fi \cdot Xi}{\sum Fi} = 70.41$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left( \frac{\frac{1}{2} n - f_k}{f_i} \right) \\ &= 72.5 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\ &= 75 \end{aligned}$$

8. Variant

$$s^2 = 103.39$$

9. Standard Deviation

$$S = 10.6$$

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	Z – Score	Limit of Large of the Area	Large of Z – Table	$f_e$	$f_o$	$(f_o \cdot f_e)^2$
50-56	49.5	-2.05	0.02018	-0.06673	-2.40	3	51.84
57-63	56.5	-1.36	0.08691	-0.15364	-5.53	6	1.100
64-70	63.5	-0.68	0.24825	-0.40189	-14.46	9	-5.53
71-77	70.5	0.00	0.0000	-0.40189	-14.46	9	16.936
78-84	77.5	0.69	0.2549	-0.65679	-23.64	3	5.029
85-91	84.5	1.33	0.4082	-1.06499	-38.33	6	52.890

$$x^2 = \sum (f_o - f_e)^2 / f_e$$

$$= \left( \frac{51.84}{-2.40} \right) + \left( \frac{1.100}{-5.53} \right) + \left( \frac{-5.53}{-14.46} \right) + \left( \frac{16.936}{-14.46} \right) + \left( \frac{5.029}{-23.64} \right) + \left( \frac{52.890}{-38.33} \right)$$

$$= -221.97$$

Based on the table above, the researcher found that  $x^2_{count} = -221.97$  while  $x^2_{table} = 11.070$ , cause  $x^2_{count} < x^2_{table}$  ( $-221.97 < 11.070$ ), with degree of freedom (dk) =  $6-1 = 5$  and significant level  $\alpha=5\%$ . So, distribution of experimental class in pre-test was normal.

#### D. Result of Normality Test of Experimental Class ( X -K)

1. The score of X - K class in post-test from low score to high score:

50	55	55	55	55	60	60
65	70	70	70	70	70	75
75	75	75	75	80	80	80
80	80	80	80	80	80	80
85	85	85	85	85	90	90
90						

2. Range (R) = high score-lows core

$$= 90 - 50$$

$$= 40$$

3. Total of Classes (K) =  $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (36)$$

$$= 1 + 3.3 (1.5)$$

$$= 1 + 4.95$$

$$= 5.95 \rightarrow 6$$

4. Length of Classes =  $\frac{range}{total\ of\ classes}$

$$= \frac{40}{6}$$

$$= 6.66 \rightarrow 7$$

5. Mean

$$\bar{X} = \frac{\sum Fi \cdot Xi}{\sum Fi} = 74.30$$

6. Median

$$\begin{aligned} \text{Me} &= b + p \left( \frac{\frac{1}{2} n - f_k}{fi} \right) \\ &= 72.30 \end{aligned}$$

7. Modus

$$\begin{aligned} \text{Mo} &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\ &= 80 \end{aligned}$$

8. Variant

$$s^2 = 123.07$$

9. Standard Deviation

$$S = 11.09$$

Table of Normality Data Test with Chi Quadrat Formula

Interval Class	Class Limit	Z – Score	Limit of Large of the Area	Large of Z – Table	$f_o$	$f_e$	$(f_o \cdot f_e)^2$
50-56	49.95	-2.19	0.01426	-0.0878	-3.16	5	249.64
57-63	56.5	-1.60	0.05480	-0.033	-1.188	2	5.645
64-70	63.5	-0.97	0.16602	-0.13302	-11.88	6	5.080
71-77	70.5	-0.34	0.36693	-0.49995	-17.99	5	8.091
78-84	77.5	0.28	0.1103	-0.61025	-21.96	10	48.224
85-91	84.5	0.91	0.3186	-0.92885	-33.43	8	71.524

$$x^2 = \sum (f_o - f_e)^2 / f_o$$

$$= \left( \frac{249.64}{-3.16} \right) + \left( \frac{5.645}{-1.188} \right) + \left( \frac{5.080}{-11.88} \right) + \left( \frac{8.091}{-17.99} \right) + \left( \frac{48.224}{-21.96} \right) + \left( \frac{71.524}{-33.43} \right)$$

$$= -128.76$$

Based on the table above, the researcher found that  $\chi^2_{count} = -128.76$  while  $\chi^2_{table} = 11.070$ , cause  $\chi^2_{count} < \chi^2_{table}$  ( $-128.76 < 11.070$ ), with degree of freedom (dk) =  $6-1 = 5$  and significant level  $\alpha=5\%$ . So, distribution of experimental class in post-test was normal.

## APPENDIX 11

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

#### A. Variant of Experimental Class (X - K)

##### 1. Variant

$$s^2 = 103.39$$

##### 2. Standard Deviation

$$S = 10.16$$

#### B. Variant of Control Class (X - L)

##### 1. Variant

$$s^2 = 137.57$$

##### 2. Standard Deviation

$$S = 11.72$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{137.57}{103.39}$$

$$= 1.33$$

After doing the calculation, the researcher found that  $F_{count} = 1.33$ . It had been compared to  $F_{table} = 2.92$  with  $\alpha 5\%$  and dk numerator and dominator were ( $n_1 = 36$ ,  $dk = 36-1 = 35$  and  $n_2 = 37$ ,  $dk = 37-1 = 36$ ). From the distribution list F, the researcher found that  $F_{table} = 2.92$  so  $F_{count} < F_{table}$  ( $1.33 < 2.92$ ). It could be concluded that there is no difference variant between the experimental class ( X -K) and control class ( X-L). It means that the variant in pre-test was homogenous.

## APPENDIX 12

### HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get the variant of the first class as experimental class sample 1 and the variant of the second class as control class sample 2 was used homogeneity test using formula as follows:

#### A. Variant of Experimental Class (X -K)

1. Variant

$$s^2 = 123.07$$

2. Standard Deviation

$$S = 11.09$$

#### B. Variant of Control Class ( X - L )

1. Variant

$$s^2 = 102.25$$

2. Standard Deviation

$$S = 10.11$$

After getting the variants of experimental class and control class in pre-test, the researcher used the formula to test the hypothesis of homogeneity between both classes as follows:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

$$= \frac{123.07}{102.25}$$

$$= 1.20$$

After doing the calculation, the researcher found that  $F_{count} = 1.20$ . It had been compared to  $F_{table}$  with  $\alpha 5\%$  and dk numerator and dominator were ( $n_1 = 36$ ,  $dk = 36-1 = 35$  and  $n_2 = 37$ ,  $dk = 37-1 = 36$ ). From the distribution list F, the researcher found that  $F_{table} = 2.92$  so  $F_{count} < F_{table}$  ( $1.20 < 2.92$ ). It could be concluded that there is no difference variant between the experimental class (X- K) and control class (X-L. It means that the variant in post-test was homogenous.

## APPENDIX 13

### T-test of Both Averages in Pre-Test

The researcher used the both averages to analyse the hypothesis stated that there is no difference between experimental class and control class in pre-test before doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$\begin{aligned} Tt &= \frac{X_1 - X_2}{\sqrt{\left(\frac{s^2}{n} + \frac{s^2}{n}\right)}} \\ &= \frac{70.41 - 63.37}{\sqrt{\left(\frac{103.91}{36} + \frac{137.57}{37}\right)}} \\ &= \frac{7.04}{\sqrt{\left(\frac{241.48}{73}\right)}} \\ &= \frac{7.04}{\sqrt{(17.62)}} \\ &= \frac{7.04}{4.19} \\ &= 1.68 \end{aligned}$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that  $t_{count} = 1.68$  with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 36 + 37 - 2 = 71$ ,  $t_{table} = 1.994$ . So,  $t_{count} < t_{table}$  ( $1.68 < 1.994$ ). Caused  $t_{count} < t_{table}$ , so,  $H_0$  is accepted. It means no difference between the average of experimental class (X-K) and control class (X-L) in pre-test.

## APPENDIX 14

### T-test of Both Averages in Post-Test

The researcher used the both averages of experimental class and control class to analyse that there is difference between both classes. And also it could prove the hypothesis stated that there is significant effect of using Audio Lingual Method after doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$\begin{aligned} Tt &= \frac{X_1 - X_2}{\sqrt{\left(\frac{s^2}{n_1} + \frac{s^2}{n_2}\right)}} \\ &= \frac{74.30 - 67.56}{\sqrt{\left(\frac{123.07}{36} + \frac{102.25}{37}\right)}} \\ &= \frac{6.74}{\sqrt{\left(\frac{225.32}{73}\right)}} \\ &= \frac{6.74}{\sqrt{3.08}} \\ &= \frac{6.74}{1.75} = 3.87 \end{aligned}$$

Based on the researcher calculation result of homogeneity test of the both averages, researcher found that  $t_{\text{count}} = 3.87$  with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 36 + 37 - 2 = 71$ ,  $t_{\text{table}} = 1.994$ . So,  $t_{\text{count}} > t_{\text{table}}$  ( $3.87 > 1.994$ ). Caused  $t_{\text{count}} > t_{\text{table}}$ , so,  $H_a$  is accepted. It means that there is difference between the average of experimental class (X-K) and control class (X-L) in pre-test. It could be concluded that there is significant effect of using Audio Lingual Method to student's speaking ability at Tenth grade of MAN 1 Padangsidimpuan.

**APPENDIX 15**

**Chi-SquareTable**

<b>Dk</b>	<b>Significantlevel</b>					
	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	0,455	1,074	1,642	2,706	3,841	6,635
<b>2</b>	1,386	2,408	3,219	4,605	5,991	9,210
<b>3</b>	2,366	3,665	4,642	6,251	7,815	11,341
<b>4</b>	3,357	4,878	5,989	7,779	9,488	13,277
<b>5</b>	4,351	6,064	7,289	9,236	11,070	15,086
<b>6</b>	5,348	7,231	8,558	10,645	12,592	16,812
<b>7</b>	6,346	8,383	9,803	12,017	14,067	18,475
<b>8</b>	7,344	9,524	11,030	13,362	15,507	20,090
<b>9</b>	8,343	10,656	12,242	14,684	16,919	21,666
<b>10</b>	9,342	11,781	13,442	15,987	18,307	23,209
<b>11</b>	10,341	12,899	14,631	17,275	19,675	24,725
<b>12</b>	11,340	14,011	15,812	18,549	21,026	26,217
<b>13</b>	12,340	15,119	16,985	19,812	22,362	27,688
<b>14</b>	13,339	16,222	18,151	21,064	23,685	29,141
<b>15</b>	14,339	17,222	19,311	22,307	24,996	30,578
<b>16</b>	15,338	18,418	20,465	23,542	26,296	32,000
<b>17</b>	16,338	19,511	21,615	24,769	27,587	33,409
<b>18</b>	17,338	20,601	22,760	25,989	28,869	34,805
<b>19</b>	18,338	21,689	23,900	27,204	30,144	36,191
<b>20</b>	19,337	22,775	25,038	28,412	31,410	37,566
<b>21</b>	20,337	23,858	26,171	29,615	32,671	38,932
<b>22</b>	21,337	24,939	27,301	30,813	33,924	40,289
<b>23</b>	22,337	26,018	28,429	32,007	35,172	41,638
<b>24</b>	23,337	27,096	29,553	33,196	35,415	42,980
<b>25</b>	24,337	28,172	30,675	34,382	37,652	44,314
<b>26</b>	25,336	29,246	31,795	35,563	38,885	45,642
<b>27</b>	26,336	30,319	32,912	36,741	40,113	46,963
<b>28</b>	27,336	31,391	34,027	37,916	41,337	48,278
<b>29</b>	28,336	32,461	35,139	39,087	42,557	49,588
<b>30</b>	29,336	33,530	36,250	40,256	43,773	50,892

**APPENDIX 16**

**T Distribution: Critical Values of t**

Degrees of Freedom	Two-tailed test: One-tailed test:	Significance Level					
		10% 5%	5% 2.5%	2% 1%	1% 0.5%	0.2% 0.1%	0.1% 0.05%
1		6.314	12.706	31.821	63.657	318.309	636.619
2		2.920	4.303	6.965	9.925	22.327	31.599
3		2.353	3.182	4.541	5.841	10.215	12.924
4		2.132	2.776	3.747	4.604	7.173	8.610
5		2.015	2.571	3.365	4.032	5.893	6.869
6		1.943	2.447	3.143	3.707	5.208	5.959
7		1.894	2.365	2.998	3.499	4.785	5.408
8		1.860	2.306	2.896	3.355	4.501	5.041
9		1.833	2.262	2.821	3.250	4.297	4.781
10		1.812	2.228	2.764	3.169	4.144	4.587
11		1.796	2.201	2.718	3.106	4.025	4.437
12		1.782	2.179	2.681	3.055	3.930	4.318
13		1.771	2.160	2.650	3.012	3.852	4.221
14		1.761	2.145	2.624	2.977	3.787	4.140
15		1.753	2.131	2.602	2.947	3.733	4.073
16		1.746	2.120	2.583	2.921	3.686	4.015
17		1.740	2.110	2.567	2.898	3.646	3.965
18		1.734	2.101	2.552	2.878	3.610	3.922
19		1.729	2.093	2.539	2.861	3.579	3.883
20		1.725	2.086	2.528	2.845	3.552	3.850
21		1.721	2.080	2.518	2.831	3.527	3.819
22		1.717	2.074	2.508	2.819	3.505	3.792
23		1.714	2.069	2.500	2.807	3.485	3.768
24		1.711	2.064	2.492	2.797	3.467	3.745
25		1.708	2.060	2.485	2.787	3.450	3.725
26		1.706	2.056	2.479	2.779	3.435	3.707
27		1.703	2.052	2.473	2.771	3.421	3.690
28		1.701	2.048	2.467	2.763	3.408	3.674
29		1.699	2.045	2.462	2.756	3.396	3.659
30		1.697	2.042	2.457	2.750	3.385	3.646
32		1.694	2.037	2.449	2.738	3.365	3.622
34		1.691	2.032	2.441	2.728	3.348	3.601
36		1.688	2.028	2.434	2.719	3.333	3.582
38		1.686	2.024	2.429	2.712	3.319	3.566
40		1.684	2.021	2.423	2.704	3.307	3.551
42		1.682	2.018	2.418	2.698	3.296	3.538
44		1.680	2.015	2.414	2.692	3.286	3.526
46		1.679	2.013	2.410	2.687	3.277	3.515
48		1.677	2.011	2.407	2.682	3.269	3.505
50		1.676	2.009	2.403	2.678	3.261	3.496
60		1.671	2.000	2.390	2.660	3.232	3.460
70		1.667	1.994	2.381	2.648	3.211	3.435
80		1.664	1.990	2.374	2.639	3.195	3.416
90		1.662	1.987	2.368	2.632	3.183	3.402
100		1.660	1.984	2.364	2.626	3.174	3.390
120		1.658	1.980	2.358	2.617	3.160	3.373
150		1.655	1.976	2.351	2.609	3.145	3.357
200		1.653	1.972	2.345	2.601	3.131	3.340
300		1.650	1.968	2.339	2.592	3.118	3.323
400		1.649	1.966	2.336	2.588	3.111	3.315
500		1.648	1.965	2.334	2.586	3.107	3.310

<b>600</b>	1.647	1.964	2.333	2.584	3.104	3.307
$\infty$	1.645	1.960	2.326	2.576	3.090	3.291

**APPENDIX 17****Research Documentation****A. Control Class in Pre-Tesy and Post-test****1. Teaching and Explaining Material of Speaking to the Students**

2. Ask the Students to have a Dialogue and Controlling while the Students Speaking





## B. Experiment Class in Pre-test and Post-test

### 1. Explaining about Audiolingual Method to Students



### 2. Ask the students to Speak up in Front of the class





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Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : "The Effect of Using Audiolingual Method on Students'  
Speaking Ability at Tenth Grade of MAN 1 Padangsidimpuan".

Sesuai dengan surat Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary (UIN  
Padangsidimpuan) Padangsidimpuan Nomor : B-4781/Un.28/E.1/TL.00.9/09/2023 tanggal 18 September  
2023 hal izin penelitian penyelesaian skripsi, benar telah selesai melaksanakan penelitian untuk  
penyelesaian penyusunan skripsi di Madrasah Aliyah Negeri 1 Padangsidimpuan pada tanggal  
s.d 28 Oktober 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya, terima kasih.

Padangsidimpuan, 03 November 2023





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6 Oktober 2023

Yth. Kepala MAN 1 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Ummi Khodijah Hutasuhut  
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Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using Audiolingual Method on Students' Speaking Ability at Tenth Grade of MAN 1 Padangsidempuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan

Wakil Dekan Bidang Akademik



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