



**IMPROVING STUDENTS' SIMPLE SENTENCES MASTERY BY
USING AUDIO LINGUAL METHOD (ALM) AT SEVENTH GRADE
SMP NEGERI 4 BATANG ANGKOLA**

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a Partial Fulfillment of Requirement for Degree at Islamic
Educational Scholar (S.Pd.I) in English Department*

Written by:

NUR SAIDAH
REG. NO: 09 340 0013

ENGLISH DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



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Written by:

NURSAIDAH
Reg. No. 09 340 0013

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THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014**

Things : Thesis

a.n. Nur Saidah

Appendix : 6 (six) Exemplar

Padangsidempuan, Juni 2014

To:

Dean Tarbiyah and Pedagogy Faculty
in –

Padangsidempuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Nur Saidah, entitle **"IMPROVING STUDENTS' SIMPLE SENTENCES MASTERY BY USING AUDIO LINGUAL METHOD (ALM) AT SEVENTH GRADE SMP NEGERI 4 BATANG ANGKOLA"**. We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munasqosyah. That's all and thank you for your attention.

Wassalamu'alaikum Wr.Wb.

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Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Advisor II



Sojuangon Rambe, S.S., M. Pd
NIP. 19790815 200604 1 003

DECLARATION OF SELF THESIS COMPLETION

I myself:

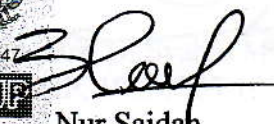
Name : Nur Saidah
Registration Number : 09 340 0013
Department/ Study Program : Tarbiyah/ English Education
Thesis : **Improving Students' Simple Sentences
Mastery by Using Audio Lingual Method
(ALM) at Seventh Grade SMP Negeri 4
Batang Angkola**

Had written this thesis with consultative aids of advisors, dividing plagiarism and others' un-registered advice based on students' code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentence in students' code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidempuan, May 20th 2014
Assertive Researcher




Nur Saidah
Reg. No. 09 340 0013

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : NUR SAIDAH
Reg. No : 09 340 0013
Thesis : IMPROVING STUDENTS' SIMPLE SENTENCES MASTERY BY
USING AUDIOLINGUAL METHOD AT SEVENTH GRADE SMP
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Proposed:

Place : Padangsidempuan
Date : June 10th 2014
Time : 13.30 Wib until finish
Result/Mark : 76.12
IPK : 3.24
Predicate : Very good



**MINISTRY OF RELIGION
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND PEDAGOGY FACULTY**

**Jl.H.T. Rijal Nurdin Km.4,5 Sihitang Padangsidempuan Tlpn.(0634)22080
Fax.(0634)24022 Padangsidempuan 22733**

LEGALIZATION

The theses with title : Improving Students' Simple Sentences Mastery by Using
Audio Lingual Method (ALM) at Seventh Grade SMP
Negeri 4 Batang Angkola

Written by : NUR SAIDAH

Reg. No. : 09 340 0013

Had been accepted as a partial fulfillment of the requirement for the degree of Islamic
Educational Scholar (S.Pd.I)

Padangsidempuan, 30 June 2014
Dean,

H. Zulfurman, S.Ag. M. Pd.
Nip. 19720702 199703 2 003



ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to our prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I got a lot of advices, suggestions, and aids from the following;

1. The Rector of IAIN Padangsidempuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time so I could learn and get some knowledge from IAIN Padangsidempuan.
2. Rayendriani Fahmei Lubis, M.Ag.as the advisor who has given suggestions and helps in writing this thesis.
3. Sojuangon Rambe, S.S., M.Pd. as the co- advisor who has helped, supported and suggested me to finish this thesis. May God bless him
4. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the Dean of Tarbiyah Faculty.
5. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Leader of English Department.
6. All lecturers of IAIN Padangsidempuan who have given the knowledge during my studying in this campus.
7. IAIN Padangsidempuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum) and the staffs for their cooperative and permission to use their books.
8. My beloved parent, (Mahmuddin Rangkuti dan Tetty Mahrani) who taught me how to be patient to face this life, my sister (Anna Fitriani), my uncle (Nandar Batubara

S.S.,) who always give me prays, motivation, and moral encouragement to finish my study.

9. My beloved friends who was patience and care to support me.

10. All my friends in IAIN Padangsidempuan, good luck for you.

11. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, the Almighty bless them all, Amin.

Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, May 20th 2014

Writer



NUR SAIDAH

09 340 0013

ABSTRACT

Name : **NUR SAIDAH**
Reg. number : 09. 340 0013
Faculty : TARBIYAH AND PEDAGOGY
Study Program: TADRIS BAHASA INGGRIS
Title : IMPROVING STUDENTS' SIMPLE SENTENCES MASTERY
BY USING AUDIOLINGUAL METHOD(ALM) AT SEVENTH
GRADE SMP NEGERI 4 BATANG ANGKOLA

This study is talking about improving students' simple sentences mastery by using Audio Lingual Method (ALM) at seventh grade SMP Negeri 4 Batang Angkola. Students' problem was about students lack knowledge of simple sentences. The objective of this research were to describe student's achievement score and to identify factors which influence students' simple sentences mastery at SMP Negeri 4 Batang Angkola.

This study used Classroom Action Research (CAR) conducted to solve students' problems in simple sentences. The CAR was done based on John Elliot's design. In which it was conducted into two cycles. The participant of this research was one class consists of 22 students. The instruments for collecting the data the researcher used test, observation sheet, field note, and interview.

The finding of this study indicated that Audio Lingual Method can improve students' simple sentences. It is supported by the result of the testing in the cycle 1 (67, 04) that is lower than the result of testing in the cycle 2 (76, 36). Based on interview, observation sheet and field note found students' problems, is/am/are and was/were in positive sentences could be solve by gave the example positive sentences, in negative sentences could be solve by remember students did not forget to put not, in interrogative could be solve by taught it again. In addition, students were noise solved advice them, student permission solved gave punish and class dirty advised them to throw garbage into the trash. Finally, the students who become more active involved in learning process in the classroom. So, it is recommended to be used in the classroom by the teacher based on the problem solving actions found in this research.

CURRICULUM VITAE

A. Identity

Name : Nursaidah
Nim : 09 340 0013
Place and Birthday : GunungTua, 17 November 1990
Sex : Female
Religion : Islamic
Address : Muaratais 1, Kec.BatangAngkola, Tapanuli Selatan

B. Parent

1. Father's name : MahmuddinRangkuti
2. Mother's name : TettyMahrani

C. Educational background

1. Graduated from Primary School number 100800 Muaratais in 1997-2003.
2. Graduated from MTs N BatangAngkolain 2003-2006.
3. Graduated from SMK SwastaPanca Dharma Padangsidimpunanin 2006-2009.
4. Be University student in IAIN Padangsidimpuan.

APPENDIX I

LESSON PLAN I IN CYCLE I

Instructional Unit	: Simple Sentences
School	: SMP Negeri 4 BatangAngkola
Subject	: English
Topic	: <i>Simple Present Tense?</i>
Class/ Semester	: 7 th Grade
Time	: 2 x 45 minutes
Meeting	: 1

A. Standard of Competence: 1. Expressing the sense of the concept in the very simple short written text for making the interaction around the students.

B. Based Competence : 1.1 Expressing the sense of the concept in the very simple short written text accurately, fluent, intonation and acceptable for making the interaction around the students.

C. Learning Technique

Drill → Audio Lingual Method, which is giving the correct form.

D. Teaching Learning Activity :

1. Explaining topic and function of simple present tense.
2. Drill and repeat variety sentences of the simple present tense.
3. Transformation and intonation.
4. Substitution drill.
5. Fill in the blank auxiliary.
6. Fill in the blank transformation.
7. Restoration.
8. Written test: completing sentence.

E. Evaluation:

1. Grammar accuracy (35%)
2. Pronunciation accuracy (35%)
3. Written test (30%)

F. Indicator

Maximum Indicator	Culture Value and nationality character
<ol style="list-style-type: none"> 1. Fill in the blank auxiliary into the correct form! About the <i>Simple present tense</i>. 2. Fill in the blank transformation with change the sentence from interrogative into positive or negative in the <i>Simple present tense</i>. 3. Understanding and mastering the nominal present tense based on <i>Simple present tense</i>. 	<i>Religious, be own master, hardly, discipline, and care to environment.</i>

G. Source

- Artono Wardiman, Dkk, *English in Focus: for Grade VII Junior High School (SMP/ MTs)*, Bandung: CV. Arya Duta, 2008.
- Bachtiar Bima M& Yuniarti Dwi A, *Buku Panduan Pendidik: Bahasa Inggris untuk SMP/ MTs*, Surabaya: PT. JePe Press Media Utama, 2010.
- Buku-buku lain yang relevan.

H. Material

SIMPLE PRESENT TENSE

1. (?): Is Tara your classmate?

(+): Yes he is. Tara is my classmate.

(-): No he is not. Tara is not my classmate.

2. (?): Are you my students?

(+): Yes we are. We are your students.

(-): No we are not. We are not your students.

3. (?): Are you Samuel Irawan?

(+): Yes I am. I am Samuel Irawan.

(-): No I am not. I am not Samuel Irawan.

4. (?): Are you hungry Bobby?

(+): Yes I am. I am hungry.

(-): No I am not. I am not hungry.

5. (?): is Rico your elder brother?

(+): Yes he is. Rico is my elder brother.

(-): No he is not. Rico is not my elder brother.

6. (?): Is English difficult for you?

(+): Yes it is. English is difficult for me.

(-): No it is not. English is not difficult for me.

7. (?): Is doughnut delicious cake?

(+): Yes it is. Doughnut is delicious cake.

(-): No it is not. Doughnut is not delicious cake.

8. (?) : Are you an honest man?

(+): Yes I am. I am an honest man.

(-): No I am not. I am not an honest man.

9. (?) : Is Alice your sister?

(+): Yes she is. Alice is my sister.

(-): No she is not. Alice is not my sister

10. (?) : Are the children in the school?

(+): Yes. They are. The children are in the school.

(-): No. They are not. The children are not in the school.

Part II. Substitution Drill

Direction : Choose one word in the parenthesis to make it the correct form!

1. He (am/ is/ are) happy.
2. (am/ is/ are) your car blue?
3. I (am/ is/ are) a handsome man.
4. I (am/ is/ are) not seventeen years old.
5. (am/ is/ are) the shop open today?
6. She (am/ is/ are) my mother.
7. You (am/ is/ are) not tired.
8. (am/ is/ are) the post office near here?
9. They (am/ is/ are) smart students.
10. It (am/ is/ are) my mine.

Part III. Fill in the blank auxiliary.

Direction : Fill in the blank with correct auxiliary (am, is, are).

Example: He a wise king.

→ **He is a wise king.**

1. Ten keys mine.
2. you an actress?
3. We.... not your sister.
4. the mirror on the table?
5. Rama and Adam twins.
6. I a writer.
7. Apilo chocolate wafer stick not cheap.

8. you Fatimah Azzahra?
9. Fancy plaster a brand of product.
10. They not busy.
11. I a basketball player.
12. He not my family.
13. I not a singer.
14. you a professional teacher?
15. orange good to eat?

BatangAngkola,

2014

VALIDATOR

RESEARCHER

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Drs. H. HasanuddinDaulay
NIP. 19570520 198303 1 006

APPENDIX 2

LESSON PLAN 2 IN CYCLE I

Instructional Unit : Simple Sentences

School	: SMP Negeri 4 Batang Angkola
Subject	: English
Topic	: <i>Simple Present Tense?</i>
Class/ Semester	: 7 th Grade
Time	: 2 x 45 minutes
Meeting	: 2

I. Standard of Competence: 1. Expressing the sense of the concept in the very simple short written text for making the interaction around the students.

J. Based Competence :1.1 Expressing the sense of the concept in the very simple short written text accurately,fluent, intonation and acceptable for making the interaction around the students.

K. Learning Technique

Drill → Audio Lingual Method, which is giving the correct form.

L. Teaching Learning Activity :

9. Explaining topic and function of simple present tense.
10. Drill and repeat variety sentences of the simple present tense.
11. Transformation and intonation.
12. Substitution drill.
13. Fill in the blank auxiliary.
14. Fill in the blank transformation.
15. Restoration.
16. Written test: completing sentence.

M. Evaluation:

1. Grammar accuracy (35%)
2. Pronunciation accuracy (35%)
3. Written test (30%)

N. Indicator

Maximum Indicator	Culture Value and nationality character
4. Fill in the blank auxiliary into the correct form! About the <i>Simple present tense</i> . 5. Fill in the blank transformation with change the sentence from interrogative into positive or negative in the <i>Simple present tense</i> . 6. Understanding and mastering the nominal present tense based on <i>Simple present tense</i> .	<i>Religious, be own master, hardly, discipline, and care to environment.</i>

O. Source

- Artono Wardiman, Dkk, *English in Focus: for Grade VII Junior High School (SMP/ MTs)*, Bandung: CV. Arya Duta, 2008.
- Bachtiar Bima M& Yuniarti Dwi A, *Buku Panduan Pendidik: Bahasa Inggris untuk SMP/ MTs*, Surabaya: PT. JePe Press Media Utama, 2010.
- Buku-buku lain yang relevan.

P. Material

SIMPLE PRESENT TENSE

Part I. Fill in the blank transformation.

Direction : Fill in the blank by the change sentence from positive to negative and interrogative, interrogative to positive and negative or negative to positive and interrogative.

Example: A. : Are you a teller in Mandiri Bank?

B (+) : Yes. I am. I am a teller in Mandiri Bank.

B (-) : No. I am not. I am not a teller in Mandiri Bank.

1. A. : is this slipper nice?

B (+) : _____

B (-) : _____

2. A : _____ ?

B (+) : Yes they are. Mr. Habibie and Mr. Billy are our neighbors.

B (-) : _____

3. A. : _____ ?

B (+) : _____

B (-) : No. it is not. Inanta hospital is not big.

4. A. : Are you a presenter?

B (+) : _____

B (-) : _____

5. A. : _____ ?

B (+) : Yes it is. Ngarai Sianok is the tourist object.

B (-) : _____

6. A. : _____ ?

B (+) : _____

B (-) : No they are not. Many history books are not in the cupboard.

7. A. : Are you 20 years old?

B (+) : _____

B (-) : _____

8. A. : _____ ?

B (+) : Yes they are. The big trees are dangerous.

B (-) : _____

9. A. : _____ ?

B (+) : _____

B (-) : No I am not. I am not an Indonesian army.

Part II. Restoration

Direction : Change the following words into correct sentences!

1. Panda/ an animal/is.
2. Your brain/ brilliant/is not.
3. Is/ a nurse /Lidia?
4. very beautiful /she/ is.
5. They/ brilliant students / are not.
6. Is /hot/ it?
7. Snow White/is/cold.
8. close friend /we /are not.
9. frogs/ are / they.
10. are/ a bright child /you?

Batang Angkola,

2014

VALIDATOR

RESEARCHER

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APPENDIX 3

LESSON PLAN 3 IN CYCLE 2

Instructional Unit	: Simple Sentences
School	: SMP Negeri 4 Batang Angkola
Subject	: English
Topic	: <i>Simple Past Tense?</i>
Class/ Semester	: 7 th Grade
Time	: 2 x 45 minutes
Meeting	: 3

Q. Standard of Competence: 1. Expressing the sense of the concept in the very simple short written text for making the interaction around the students.

R. Based Competence :1.1 Expressing the sense of the concept in the very simple short written text accurately,fluent, intonation and acceptable for making the interaction around the students.

S. Learning Technique

Drill → Audio Lingual Method, which is giving the correct form.

T. Teaching Learning Activity :

1. Explaining topic and function of *Simple Past Tense*.
2. Drill and repeat variety sentences of the *Simple Past Tense*.
3. Transformation and intonation.
4. Substitution drill.
5. Fill in the blank auxiliary.
6. Fill in the blank transformation.
7. Restoration.
8. Written test: completing sentence.

U. Evaluation:

1. Grammar accuracy (35%)
2. Pronunciation accuracy (35%)
3. Written test (30%)

V. Indicator

Maximum Indicator	Culture Value and nationality character
7. Fill in the blank auxiliary into the correct form! About the <i>Simple Past Tense</i> . 8. Fill in the blank transformation with change the sentence from interrogative into positive or negative in the <i>Simple Past Tense</i> 9. Understanding and mastering the	<i>Religious, be own master, hardly, discipline, and care to environment.</i>

nominal sentence based on <i>Simple Past Tense</i>	
--	--

W. Source

- Artono Wardiman, Dkk, *English in Focus: for Grade VII Junior High School (SMP/ MTs)*, Bandung: CV. Arya Duta, 2008.
- Bachtiar Bima M& Yuniarti Dwi A, *Buku Panduan Pendidik: Bahasa Inggris untuk SMP/ MTs*, Surabaya: PT. JePe Press Media Utama, 2010.
- Buku-buku lain yang relevan.

X. Material

SIMPLE PAST TENSE

Part I. Transformation and intonation

11. (?): Was the hotel clean?

(+): Yes it was. The hotel was clean.

(-): No it was not. The hotel was not clean.

12. (?): Were you late yesterday?

(+): Yes I was. I was late yesterday.

(-): No I was not. I was not late yesterday.

13. (?): Was Romy here yesterday?

(+): Yes he was. Romy was here yesterday.

(-): No he was not. Romy was not here yesterday.

14. (?): Were they miss world 2012?

(+): Yes they were. They were miss world 2012.

(-): No they were not. They were miss world 2012.

15. (?): Was Last night wonderful?

(+): Yes it was. Last night was wonderful.

(-): No it was not. Last night was not wonderful.

16. (?) : Were you hungry Harry?

(+): Yes I was. I was hungry.

(-): No I was not. I was not hungry.

17. (?): Was last years she fifteen?

(+): Yes it is. Last year she was fifteen.

(-): No it is not. Last year she was not fifteen.

8. (?): Were the door keys lost yesterday?

(+): Yes they were. The door keys were lost yesterday.

(-): No they were not. The door keys were not lost yesterday.

9. (?): Was the traffic bad?

(+): Yes it was. The traffic was bad.

(-): No it was not. The traffic was not bad.

10. (?): Were you alone Mr. James?

(+): Yes I was. I was alone.

(-): No I was not. I was not alone.

Part II. Substitution Drill

Direction: Choose one word in the parenthesis to make it the correct sentence.

1. Last Monday I (was/ were) in Bali.
2. They (was/ were) not on holiday.
3. (Was /were) the jacket comfortable?

4. Doctor (was /were) six minutes late.
5. I (was/ were) not here last night.
6. Arabian nights (was /were) legend.
7. You (was /were) not here.
8. (Was /were) Uncle John here yesterday?
9. (was /were) Yusuf Kalla a vice-president.
10. She (was /were) not busy.

Part III. Fill in the blank auxiliary.

Direction : Fill in the blank with correct auxiliary (was/were).

1. We sick two days ago.
2. the weather very bad?
3. He not here last night.
4. You not together
5. Your exams.... easy
6. you angry
7. I asleep.
8. it book?
9. They not angry.
10. She die.

VALIDATOR

RESEARCHER

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APPENDIX 4

LESSON PLAN 4 IN CYCLE 2

Instructional Unit	: Simple Sentences
School	: SMP Negeri 4 Batang Angkola
Subject	: English
Topic	: <i>Simple Past Tense?</i>
Class/ Semester	: 7 th Grade
Time	: 2 x 45 minutes
Meeting	: 4

Y. Standard of Competence: 1. Expressing the sense of the concept in the very simple short written text for making the interaction around the students.

Z. Based Competence :1.1 Expressing the sense of the concept in the very simple short written text accurately,fluent, intonation and acceptable for making the interaction around the students.

AA. Learning Technique

Drill → Audio Lingual Method, which is giving the correct form.

BB. Teaching Learning Activity :

1. Explaining topic and function of *Simple Past Tense*.
2. Drill and repeat variety sentences of the *Simple Past Tense*.
3. Transformation and intonation.
4. Substitution drill.
5. Fill in the blank auxiliary.
6. Fill in the blank transformation.
7. Restoration.
8. Written test: completing sentence.

CC.

Evalu

ation:

1. Grammar accuracy (35%)
2. Pronunciation accuracy (35%)
3. Written test (30%)

DD. Indicator

Maximum Indicator	Culture Value and nationality character
10. Fill in the blank auxiliary into the correct form! About the <i>Simple Past Tense</i> . 11. Fill in the blank transformation with change the sentence from interrogative into positive or negative in the <i>Simple Past Tense</i> 12. Understanding and mastering the nominal sentence based on <i>Simple Past Tense</i>	<i>Religious, be own master, hardly, discipline, and care to environment.</i>

EE. Source

- Artono Wardiman, Dkk, *English in Focus: for Grade VII Junior High School (SMP/ MTs)*, Bandung: CV. Arya Duta, 2008.
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- Buku-buku lain yang relevan.

FF.Material

SIMPLE PAST TENSE

Part I. Fill in the blank transformation.

Direction : Fill in the blank by the change sentence from positive to negative and interrogative, interrogative to positive and negative or negative to positive and interrogative.

1. A. : Was it easy?

B (+) : _____

B (-) : _____

2. A : _____ ?

B (+) : Yes they were. Rina and her friends were in the party.

B (-) : _____

3. A : _____ ?

B (+) : _____

B (-) : No it was not. My new camera was not broke.

4. A. : Were you a single?

B (+) : _____

B (-) : _____

5. A. : _____?

B (+) : Yes she was. Rina was in the class room.

B (-) : _____

6. A. : _____?

B (+) : _____

B (-) : No we were not. We were not homesick.

7. A. : Was English grammar fun?

B (+) : _____

B (-) : _____

8. A. : _____?

B (+) : Yes they were. The floors in this room were dirty.

B (-) : _____

9. A. : _____?

B (+) : _____

B (-) : No it was not. A butterfly was not a bird.

10. A. : Were the students in this class?

B (+) : _____

B (-) : _____

Part II. Restoration

Direction : Arrange the following words into correct form!

1. The hotel / comfortable /was.
2. George/ in bed /was not.
3. Were / on vacation /you?
4. Three famous bands/ were/ on stage.
5. Toys/ damage /were not.
6. He/ /late /was.
7. Was /lost/her winter clothing/ she?
8. They /expensive /were not.
9. Was/ good /the weather?
10. We/ tired /were /last night.

Batang Angkola,

2014

VALIDATOR

RESEARCHER

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APPENDIX 5

KUNCI JAWABAN (KEY ANSWERS)

TEST IN CYCLE I

Choose one word in the parenthesis to make it the correct form!

1. Hand phone **is** important.
2. Five marbles **are** not expensive.
3. **Is** it hot?
4. I **am** sad.
5. The cars **are** not clean.

Fill in the blank with correct auxiliary (am, is, are).

6. Towers **are** high.
7. I **am** not cold.
8. **Is** it ten o'clock?
9. Novels **are** books.
10. Arabic **is** not language.

Fill in the blank by the change sentence from positive to negative and interrogative, interrogative to positive and negative or negative to positive and interrogative.

11. (?): is a fly an insect?

(+): Yes it is. A fly is an insect.

(-): No. it is not A fly is not an insect.

12. (?): Are potatoes vegetable ?

(+): Yes they are. Potatoes are vegetables.

(-): No. they are not Potatoes are not vegetables.

13. (?): Are you a brave man ?

(+): Yes. I am a brave man.

(-): No. I am not a brave man.

14. (?): Are they in the same class?

(+): Yes. They are in the same class.

(-): No. They are not in the same class.

15. (?): Is Brazil a country ?

(+): Yes it is. Brazil is a country.

(-): No. it is not Brazil is not a country.

Write the following words into correct sentences!

16. The sun is bright.

17. Flowers are not blossom.

18. Are you sleepy?

19. The weather is cloudy today.

20. I am not shy.

APPENDIX 6

TEST IN CYCLE 2

Choose one word in the parenthesis to make it the correct form!

1. Last week I (was/were) in Medan.
2. We (was/were) not on holiday.
3. (Was/were) the car black?
4. Two trains (was/were) six minutes late.
5. I (was/were) not alone.

Fill in the blank with correct auxiliary (was/ were)

6. Susan and Ann not here.
7. Something close to me.
8. she waitress?
9. you angry to me?
10. I alone all the night.

Fill in the blank by the change sentence from positive to negative and interrogative, interrogative to positive and negative or negative to positive and interrogative.

11. A. : Was he in the library an hour ago?

B (+) : _____

B (-) : _____

12. A : _____ ?

B (+) : Yes they were. They were here last Sunday.

B (-) : _____

13. A. : _____ ?

B (+) : _____

B (-) : No I was not. I was not afraid of dog.

14. A. : Were you sick yesterday?

B (+) : _____

B (-) : _____

15. A. : _____ ?

B (+) : Yes it was. It was amazing innovation.

B (-) : _____

Write the following words into correct sentences!

16. Maria / a beauty specialist/was.

17. You/ were/ late yesterday?

18. Last night/ birthday/ she /was/

19. The snakes/ dying/ were not.

20. He/ was/ passing/ an exam?

APPENDIX 7

KUNCI JAWABAN (KEY ANSWERS)

TEST IN CYCLE 2

Choose one of the boldface to make it the correct sentence

- 21. Last week I (was/were) in Medan.
- 22. We (was/were) not on holiday.
- 23. (Was/were) the car black?
- 24. Two trains (was/were) six minutes late.
- 25. I (was/were) not alone.

Fill in the blank with correct auxiliary (was were)

- 26. Susan and Ann **were** not here.
- 27. Something **was** close to me.
- 28. **Was** she waitress?
- 29. **Were** you angry to me?
- 30. I **was** alone all the night.

Fill in the blank by the change sentence from positive to negative and interrogative, interrogative to positive and negative or negative to positive and interrogative.

- 31. A. : Was he in the library an hour ago?

B (+) : **Yes. He was in the library an hour ago.**

B (-) : **No. He was not in the library an hour ago.**

-
32. A : Were they here last Sunday ?
- B (+) : Yes. They were here last Sunday.
- B (-) : No. They were not here last Sunday.
33. A. : Were you afraid of dog?
- B (+) : Yes. I was afraid of dog.
- B (-) : No. I was not afraid of dog.
34. A. : Were you sick yesterday?
- B (+) : Yes. I was sick yesterday.
- B (-) : No. I was not sick yesterday
35. A. : Was it amazing innovation ?
- B (+) : Yes. It was amazing innovation.
- B (-) : No. It was not amazing innovation.
-

Write the following words into correct sentences!

36. Maria was a beauty specialist.
37. Were you late yesterday?
38. Last night she was birthday.
39. The snakes were not dying.
40. Was he passing an exam?

APPENDIX

SIMPLE PAST TENSE

Part I. Transformation and intonation

18. (?): Was the hotel clean?

(+): Yes it was. The hotel was clean.

(-): No it was not. The hotel was not clean.

19. (?): Were you late yesterday?

(+): Yes I was. I was late yesterday.

(-): No I was not. I was not late yesterday.

20. (?): Was Romy here yesterday?

(+): Yes he was. Romy was here yesterday.

(-): No he was not. Romy was not here yesterday.

21. (?): Were they miss world 2012?

(+): Yes they were. They were miss world 2012.

(-): No they were not. They were miss world 2012.

22. (?): Was Last night wonderful?

(+): Yes it was. Last night was wonderful.

(-): No it was not. Last night was not wonderful.

23. (?) : Were you hungry Harry?

(+): Yes I was. I was hungry.

(-): No I was not. I was not hungry.

24. (?) : Was last years she fifteen?


(+): Yes it is. Last year she was fifteen.

(-): No it is not. Last year she was not fifteen.


8. (?) : Were the door keys lost yesterday?


(+): Yes they were. The door keys were lost yesterday.


(-): No they were not. The door keys were not lost yesterday.


11. (?): Was the traffic bad? 

(+): Yes it was. The traffic was bad. 

(-): No it was not. The traffic was not bad. 

12. (?): Were you alone Mr. James? 

(+): Yes I was. I was alone. 

(-): No I was not. I was not alone. 

Part II. Substitution Drill

Direction: Choose one word in the parenthesis to make it the correct sentence.

11. Last Monday I (was/ were) in Bali.
12. They (was/ were) not on holiday.
13. (Was /were) the jacket comfortable?
14. Doctor (was /were) six minutes late.
15. I (was/ were) not here last night.
16. Arabian nights (was /were) legend.
17. You (was /were) not here.

18. (Was /were) Uncle John here yesterday?
19. (was /were) Yusuf Kalla a vice-president.
20. She (was /were) not busy.

Part III. Fill in the blank auxiliary.

Direction : Fill in the blank with correct auxiliary (was/were).

11. We sick two days ago.
12. the weather very bad?
13. He not here last night.
14. You not together
15. Your exams.... easy
16. you angry
17. I asleep.
18. it book?
19. They not angry.
20. She die.

Part IV. Fill in the blank transformation.

Direction : Fill in the blank by the change sentence from positive to negative and interrogative, interrogative to positive and negative or negative to positive and interrogative.

11. A. : Was it easy?

B (+) : _____

B (-) : _____

12. A : _____ ?

B (+) : Yes they were. Rina and her friends were in the party.

B (-) : _____

13. A. : _____ ?

B (+) : _____

B (-) : No it was not. My new camera was not broke.

14. A. : Were you a single?

B (+) : _____

B (-) : _____

15. A. : _____ ?

B (+) : Yes she was. Rina was in the class room.

B (-) : _____

16. A. : _____ ?

B (+) : _____

- B (-) : No we were not. We were not homesick.
17. A. : Was English grammar fun?
- B (+) : _____
- B (-) : _____
18. A. : _____ ?
- B (+) : Yes they were. The floors in this room were dirty.
- B (-) : _____
19. A. : _____ ?
- B (+) : _____
- B (-) : No it was not. A butterfly was not a bird.
20. A. : Were the students in this class?
- B (+) : _____
- B (-) : _____

Part V. Restoration

Direction : Arrange the following words into correct form!

11. The hotel / comfortable /was.
12. George/ in bed /was not.
13. Were / on vacation /you?
14. Three famous bands/ were/ on stage.
15. Toys/ damage /were not.

16. He/ /late /was.
17. Was /lost/her winter clothing/ she?
18. They /expensive /were not.
19. Was/ good /the weather?
20. We/ tired /were /last night.

Dialogue exercise:

Jenny : Where were you yesterday, Jally?

Jally : I was in the hospital.

Jenny : Were you in the hospital for several days?

Jally : Yes I was. I was in the hospital for nine days.

Jenny : Your parents were in hospital too?

Jally : No they were not. My parents were not in hospital but at home.

Jenny : So. Who was your friend there?

Jally : I was with Teddy. He was my cousin.

Jenny : Well. See you later.

Jally : See you.

APPENDIX

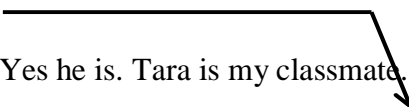
SIMPLE PRESENT TENSE

Part I. Transformation and intonation

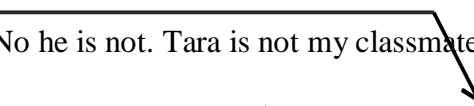
25. (?): Is Tara your classmate?



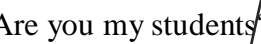
(+): Yes he is. Tara is my classmate.



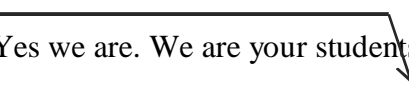
(-): No he is not. Tara is not my classmate.



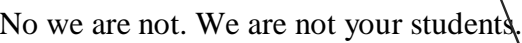
26. (?): Are you my students?




(+): Yes we are. We are your students.



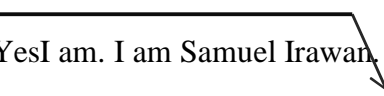
(-): No we are not. We are not your students.



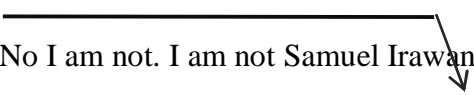
27. (?): Are you Samuel Irawan?



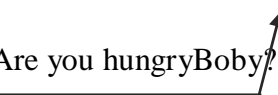
(+): Yes I am. I am Samuel Irawan.



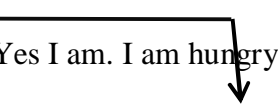
(-): No I am not. I am not Samuel Irawan.



28. (?): Are you hungry Bobby?



(+): Yes I am. I am hungry.



- (-): No I am not. I am not hungry.
29. (?): is Rico your elder brother?
- (+): Yes he is. Rico is my elder brother.
- (-): No he is not. Rico is not my elder brother.
30. (?): Is English difficult for you?
- (+): Yes it is. English is difficult for me.
- (-): No it is not. English is not difficult for me.
31. (?): Is doughnut delicious cake?
- (+): Yes it is. Doughnut is delicious cake.
- (-): No it is not. Doughnut is not delicious cake.
32. (?): Are you an honest man?
- (+): Yes I am. I am an honest man.
- (-): No I am not. I am not an honest man.

33. (?): Is Alice your sister?

(+): Yes she is. Alice is my sister.

(-): No she is not. Alice is not my sister.

34. (?): Are the children in the school?

(+): Yes. They are. The children are in the school.

(-): No. They are not. The children are not in the school.

Part II. Substitution Drill

Direction : Choose one word in the parenthesis to make it the correct form!

11. He (am/ is /are) happy.
12. (am/ is /are) your car blue?
13. I (am/ is /are) a handsome man.
14. I (am /is /are) not seventeen years old.
15. (am/is /are) the shop open today?
16. She (am/ is /are) my mother.
17. You (am/ is /are) not tired.
18. (am/ is /are) the post office near here?
19. They (am/ is/ are) smart students.
20. It (am/ is /are) my mine.

Part III. Fill in the blank auxiliary.

Direction : Fill in the blank with correct auxiliary (am, is, are).

Example: He a wise king.

→ **He is a wise king.**

16. Ten keys mine.
17. you an actress?
18. We.... not your sister.
19. the mirror on the table?
20. Rama and Adam twins.
21. I a writer.
22. Apilo chocolate wafer stick not cheap.
23. you Fatimah Azzahra?
24. Fancy plaster a brand of product.
25. They not busy.
26. I a basketball player.
27. He not my family.
28. I not a singer.
29. you a professional teacher?
30. orange good to eat?

Direction : Fill in the blank by the change sentence from positive to negative and interrogative, interrogative to positive and negative or negative to positive and interrogative.

B (+) : Yes. I am. I am a teller in Mandiri Bank.

B (+) : _____

B (-) : _____

2. A : _____ ?

B (+) : Yes they are. Mr. Habibie and Mr. Billy are our neighbors.

B (-) : _____

3. A. : _____?

B (+) :

B (-) : No. it is not. Inanta hospital is not big.

4. A. : Are you a presenter?

B (+) : _____

B (-) : _____

5. A. : _____?

- B (+) : Yes it is. NgaraiSianok is the tourist object.
- B (-) : _____
6. A. : _____ ?
- B (+) : _____
- B (-) : No they are not. Many history books are not in the cupboard.
7. A. : Are you 20 years old?
- B (+) : _____
- B (-) : _____
8. A. : _____ ?
- B (+) : Yes they are. The big trees are dangerous.
- B (-) : _____
9. A. : _____ ?
- B (+) : _____
- B (-) : No I am not. I am not an Indonesian army.

Part V. Restoration

Direction : Change the following words into correct sentences!

11. Panda/ an animal/is.
12. Your brain/ brilliant/is not.
13. Is/ a nurse /Lidia?
14. very beautiful /she/ is.

15. They/brilliantstudents /are not.

16. Is /hot/ it?

17. Snow White/is/cold.

18. close friend /we /are not.

19. frogs/ are /they.

20. are/a bright child /you?

Dialogue exercise:

Sally : Good afternoon, Bill.

Bill : Good afternoon, Sally. What do you do?

Sally : I take a rest.

Bill : Don't you remember that we have to practice our dialogue for drama.

Sally : I am sorry. I am so forgetful. Is it today or tomorrow?

Bill : It is today. You are the main character.

Sally : It is very fun but, I am very busy. Who are they?

Bill : They are our partner. She is Samantha and he is George.

Bill : So when will you have spare time for us?

Sally : I will have spare time for you in tomorrow morning.

Bill : Ok very good. Let's go.

APPENDIX

FIELD NOTES

Date : Tuesday 22 April 2014

Class/ Semester : VII B

Observant : Nurlan Waruwu, S. Pd

Instruction : *Di Mohon pada pengamat untuk mengisi catatan lapangan (field note) ini dengan kejadian yang terjadi pada saat proses pelaksanaan tindakan berlangsung yang tidak terrekam dalam lembar observasi.*

- Siswa Yang Tidak Hadir : two students
- Keadaan Kelas Saat Pelaksanaan Tindakan

At the beginning of the lesson in the first cycle, some students looked enthusiastic of the researcher coming. Therefore, she explained the procedures to the students and asked them to relax and enjoy the time during the study. She would answer their questions if there were something they did not understand.

At first, the students looked confused with the method used, but they were able to adapt to the situation during the activity of the first meeting. Most students were enthusiastic and interested in the teaching and learning process. However, it could not be denied that sometimes there were some students who did not give much attention.

- Siswa Yang Membuat Ribut : three students
- Siswa Yang Terlihat Pasif : one student

VALIDATOR

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NIP. 19790815 200604 1 003

APPENDIX

FIELD NOTES

Date : Thursday 24 April 2014

Class/ Semester : VII B

Observant : Nurlan Waruwu, S. Pd

Instruction : *Di Mohon pada pengamat untuk mengisi catatan lapangan (field note) ini dengan kejadian yang terjadi pada saat proses pelaksanaan tindakan berlangsung yang tidak terrekam dalam lembar observasi.*

▪ Siswa Yang Tidak Hadir :

▪ Keadaan Kelas Saat Pelaksanaan Tindakan

When the teaching learning process in the first meeting is conducting some students seem feel shy because the first time to study with a new teacher. This makes them not serious in the learning process. During the learning process of students lasts sometimes noisy or bullying other students in the class who are learning. So, that students who are really serious would be bothered to follow the lessons learned and the results would be no good.

▪ Siswa Yang Membuat Ribut : four students

VALIDATOR

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APPENDIX

FIELD NOTES

Date : Tuesday 29 April 2014

Class/ Semester : VII B

Observant : Nurlan Waruwu, S. Pd

Instruction : *Di Mohon pada pengamat untuk mengisi catatan lapangan (field note) ini dengan kejadian yang terjadi pada saat proses pelaksanaan tindakan berlangsung yang tidak terrekam dalam lembar observasi.*

- Siswa Yang Tidak Hadir :
- Keadaan Kelas Saat Pelaksanaan Tindakan

After conducted research in the third meeting, some problems emerged in this research as student difficulty in understanding the intent and purpose of learning. Some students are not able to understand the purpose of learning even though the teacher had explained the purpose and objectives of learning at each meeting.

At the next meeting, students keep noise in the classroom. Researcher was useless to solve the same problem in the same way. So, researcher tried with the spirit to make students into the learning by making students become active in models of learning process. Sometimes, the examples of lessons given by the researcher related to their daily lives. So that students feel happy with this learning process, and the noise did not happen again.

- Siswa Yang Membuat Ribut : two students

VALIDATOR

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APPENDIX

FIELD NOTES

Date : Thursday 2 may 2014

Class/ Semester : VII B

Observant : Nurlan Waruwu, S. Pd

Instruction : *Di Mohon pada pengamat untuk mengisi catatan lapangan (field note) ini dengan kejadian yang terjadi pada saat proses pelaksanaan tindakan berlangsung yang tidak terrekam dalam lembar observasi.*

- Siswa Yang Tidak Hadir :
- Keadaan Kelas Saat Pelaksanaan Tindakan

Most students were enthusiastic and interested in the teaching and learning process. They were so fun in the teaching learning process. However, it could not be denied that sometimes there were some students who did not give much attention. From this point of view, the writer concluded that the students gave much attention to the teacher's explanation during the study..

- Siswa Yang Membuat Ribut : two students

VALIDATOR

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NIP. 19790815 200604 1 003

APPENDIX

THE LIST OF INTERVIEW

Interview for Students

Cycle I

1. Do you know what sentence is?
(Apakah Adik tahu apa yang dimaksud dengan sentence?)
2. If yes, what is sentence?
(Jika jawabanya ya, apa yang dimaksud dengan sentence?)
3. Do you know elements of the sentence?
(Apakah adik tahu elemen dari sentence?)
4. If yes, what are the elements of the sentence?
(Jika jawabannya ya, apakah elemen sentence itu?)
5. Have you memorized the pattern of the simple present tense?
(Apakah adik hapal rumus simple present tense?)
6. Do you know simple present tense in nominal sentence?
(Apakah adik tahu simple present tense dalam kalimat nominal?)
7. Can you use is/am/are according the subject at sentence in simple present tense?
(Dapatkah adik memasukkan is/am/are sesuai dengan subjeknya?)
8. Can you include is/am/are into the positive, negative and interrogative?
(Dapatkah adik memasukkan is/am/are kedalam bentuk positif, negative dan interogatif?)

VALIDATOR

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APPENDIX

THE LIST OF INTERVIEW

Interview for Students

Cycle 2

1. Do you know what sentence is?
(Apakah Adik tahu apa yang dimaksud dengan sentence?)
2. If yes, what is sentence?
(Jika jawabannya ya, apa yang dimaksud dengan sentence?)
3. Do you know elements of the sentence?
(Apakah adik tahu elemen dari sentence?)
4. If yes, what are the elements of the sentence?
(Jika jawabannya ya, apakah elemen sentence itu?)
5. Have you memorized the pattern of the simple past tense?
(Apakah adik hapal rumus simple past tense?)
6. Do you know simple past tense in nominal sentence?
(Apakah adik tahu simple present tense dalam kalimat nominal?)
7. Can you use was/were according the subject at sentence in simple present tense?
(Dapatkah adik memasukkan was/were sesuai dengan subjeknya?)
8. Can you include was/were into the positive, negative and interrogative?
(Dapatkah adik memasukkan was/were kedalam bentuk positif, negative dan interogatif?)

VALIDATOR

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APPENDIX

OBSERVATION SHEET

Subject Matter : English
Class / semester : VII B
Days / Date Of :
Cycles : (one) 1

No	Student's problems in is/am/are	Yes	No
1	Students know what sentence is.		√
2	Students know what nominal sentence is.		√
3	Students know is/am/are.	√	
4	Students have difficulties to put is/ are according to the subject.		√
5	Student can memorize the pattern of positive, negative and interrogative sentence.		√
6	Students can use is/am/are according to the subject at sentence in simple present tense.		√
7	Student can put is/am/are into the positive, negative and		√
8	interrogative.	√	
9	Students know simple present tense.	√	
	Student forgot to put not in negative sentences.		

VALIDATOR

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APPENDIX

OBSERVATION SHEET

Subject Matter : English
Class / semester : VII B
Days / Date Of :
Cycles : (two) 2

No	Student's problems in was/were	Yes	No
1	Students know what sentence is.	√	
2	Students know what nominal sentence is.	√	
3	Students know was/were.	√	
4	Students have difficulties to put was/were according to the subject.		√
5	Student can memorize the pattern of positive, negative and interrogative sentence.	√	
6	Students can use was/were according to the subject at sentence in simple past tense.	√	
7	Student can put was/were into the positive, negative and interrogative.	√	
8		√	
9	Students know simple past tense. Students forget to put not in negative sentences.	√	

VALIDATOR

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Teaching Learning Process in cycle 1



Test in cycle 1





Teaching Learning Process in cycle 2



Test in cycle 2



CHAPTER I

INTRODUCTION

A. Background of the Problems

Language as a mean of communication is something inevitable in our life. It can be used for establishing social relationship and conveying information, as written in Al- Qur'an at Arrum verse 22 as follow:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ السِّنِينَ وَالْوَلَوَاتِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِلْعَلَمِينَ ٢٢

The meaning:

And one of His signs is the creation of the heavens and the earth and the diversity of your tongues and colors; most surely there are signs in this for the learned.¹

Language is also a system of communication plays the important role in the human life. Despite English as a foreign language is not main language for students in Indonesia, because it is not used in daily communication, but in formal education beginning from primary school up to university level English is a compulsory subject which must be learned by the students. In fact, the graduates from Senior High School are still lack of ability to communicate in English either oral or written.

English is a foreign language for Indonesian students. In learning a foreign language, students should master the four skills of English; those are speaking,

¹ Al-Jumanatul Ali, *Al- Qur'an dan Terjemahannya*, (Bandung: CV J-ART, 2004), p. 406.

reading, writing, and listening, as written in Al- Qur'an at Ar- Rahman verse 1-4 as follow:

الرَّحْمَنُ ۙ ۱ عَلَّمَ الْقُرْآنَ ۚ ۲ خَلَقَ الْإِنْسَانَ ۚ ۳ عَلَّمَهُ الْبَيَانَ ۚ ۴

The meaning:

The Beneficent Allah, Taught the Quran, He created man, Taught him the mode of expression.²

So, students not only should master communication in oral (speaking and listening), but also in written (writing and reading) form. Beside they should master speaking skill, they also should master writing. To support those skills above, the students should know and understand vocabulary, spelling, pronunciation, and grammar. These is caused, at SMP Negeri 4 BatangAngkolaEnglish is problematic. There are some problems in the teaching learning process when teacher giving materials to the students, especially mastery in sentences.

First, problem is the students lackknowledge ofsimple sentences mastery in nominal sentences; students give priority to verbal sentence. Nominal sentence is easy for studied. Moreover, simple present tense is habitual action but in SMP Negeri 4 BatangAngkolathe students' simple sentences mastery can said low, because student only remember it when studied. After finishing study, students are forgotten. Student do not care about sentence pattern proven they are many from student do not memorize tenses patterns.

Second, problem is students' motivation is still low when the students are ordered to speak in English some of studentschoose silent. Most of students don't

²*Ibid.*, p. 531

care about English subject because; they get difficult to speak in English. *Finally*, the writer received information from the English teacher at SMP Negeri 4 BatangAngkola, criteria of minimum learning mastery (KKM) at SMP Negeri 4 BatangAngkola is 70 score but most of students still get substandard, that is 60 score, it means low mark, because they have not fulfilled the KKM at the school.

According to the problems above, writer expects that it needs to be solved. In teaching simple sentence there are many methods can be used such as *Direct Method* is the method the loss of oral interaction, spontaneous use of the languages and little or no analysis of grammatical rules.³*GrammarTranslationMethod*(GTM)are focus on grammar rules, memorization of vocabulary and of various declensions and conjugations, translations of texts and doing written exercises.⁴*Audio Lingual Method*is offers to teach language through the transfer of listening (audio or aural or ear). This method is also known as Aural Oral Method, which refers to emphasis of using ear (aural) to listen and mouth (oral) to speak or to repeat.⁵*AudioLingual Method* uses dialogues as the main form of the language presentation and drills as a main training techniques.

Based on the three methods above, the writer chooses to employ*AudioLingual Method*. At least three reasons are available. *First*, *AudioLingual Method* is to achieve native speaker mastery with virtually none of

³H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language to Language Pedagogy*, (New Jersey: Prentice Hall Regents Englewood Cliffs, 1994), p. 55.

⁴*Ibid.*, p. 52

⁵SojuangonRambe, "Audio Lingual Method," *EnglishEducation Journal*, Volume 1, No. 1, January 2013, p. 58.

the grammar and translation found in traditional classes. Conceptually, AudioLingual Method is to gain control of the structures of sound, form, and order, mastery of the symbols of the language.

Second, AudioLingual Method the main form of the language is presentation, and drills as a main training technique. Student gets add knowledge in sentences mastery especially mastery in nominal sentence deeply because drill is a method in teaching learning by using training continually so students have ability from what have been taught. Next, The prophet Muhammad SAW said:

عن أبي هريرة أنّ رسول الله صلى الله عليه وسلم دخل المسجد فدخل رجل فصلّى فسلم على النبي صلى الله عليه وسلم فردّ وقال ارجع فصلّ فاءتْك لم تصلّى فرجع يصلي كما صلى ثم جاء فسلم على النبي صلى الله عليه وسلم فقال ارجع فصلّ ثلاث فقال الذي بعثك بالحق ما أحسن غيره فعلمني فقال اذا قمت الى الصلاة فكبر ثم اقرأ ما تيسر معك من القرآن ثم اركع حتى تطمئنّ را كعاً ثم ارفع حتى تعدل قائماً ثم اسجد حتى تطمئنّ ساجداً ثم ارفع حتى اقرأتطمئنّ جالساً وفعل ذلك في صلاتك كلها⁶ (متفق عليه)

The meaning:

From Abu Hurairah r. a. that the Prophet Muhammad Peace be Upon Him entered the mosque, and then there was a man entered also to pray. After prayers to greet the Prophet Muhammad answered and said: "Repeat, then indeed you has not prayed". The man repeated the prayer as it has been implemented. Then came the greeting to the Prophet, he said again: "Repeat, indeed you have not prayed "three times. The man said: By Allah who has sent you with the truth I cannot fix any other kind of prayer, and then teach me. He said: "If you stand up to pray then read what is easy with you from the Quran, and then bowing lacquer so quiet as those who bow truth (Thumakninah). Then get up from bowing to stand upright (i 'tidal). Then he bowed as quiet as people who prostrate truth (Thumakninah). Then wake of prostration so quiet like people who sit (Thumakninah) and serve such it throughout your prayer ". (HR.Bukhari andMuslim).

⁶Abdul Majid Khon, *Hadis Tarbawi*, (Jakarta: Kencana, 2012), p. 34-35.

On the other word by drill continually in teaching learning process objective of the learning is achieved.

The last, compared with DirectMethod and GTM, Audio Lingual Method is Language learners are not only focus on grammar rules, memorization of vocabulary and translate the text but also comprehend the foreign language when it is spoken at normal speed and able to speak in acceptable pronunciation and grammatical correctness.

Based on the background above, writer will conduct a Classroom Action Research (CAR) for students at seventh grade SMP Negeri 4 BatangAngkola. Writer believes that this research can improve students' simple sentence mastery. Writer entitles this research by **IMPROVING STUDENTS' SIMPLE SENTENCES MASTERY BY USING AUDIO LINGUAL METHOD (ALM) AT SEVENTH GRADE SMP NEGERI 4 BATANG ANGKOLA.**

B. Identification of the Problems

Based on the point of view in the above background, problems concerning simple sentences mastery at SMP Negeri 4 BatangAngkola are: students lack knowledge of simple sentences mastery, students' motivation is low and the last is the KKM of students in a low the mark. From the three problems, this research only concerns with improving the students' simple sentences mastery by using Audio Lingual Method (ALM).

C. Formulation of the Problem

Based on the background and identification of the problem above, formulation of the problem is students' simple sentences mastery at SMP Negeri 4 BatangAngkola can be improved by using Audio Lingual Method (ALM).

D. Limitation of the Problems

The coverage of the variables state above is so large in the matter of the materials, space and time that are difficult to explore alone. Due to the limitation of the writer in the aspect of ability time and finance, this research must be limited. This research will explore students' simple sentences mastery from two cycles and limitation of the sentence is nominal sentence by simple present tense and simple past tense. Teacher and students' action in classroom will influence student learning achievement. Here writer tries to improve students' simple sentences mastery by using Audio Lingual Method (ALM).

E. Research Questions

Based on the formulation and limitation of the problem above, writer makes the research questions in order to make the problem clearly in this research, the question as follow:

1. How far Audio Lingual Method (ALM) can improve students' simple sentences mastery at SMP Negeri 4 BatangAngkola?
2. What are the factors which influence students' simple sentences mastery at SMP Negeri 4 BatangAngkola?

F. The objectives of the Research

Based on the above research question, so the objectives of the research as follow:

1. To describe student's achievement score which improve by using Audio Lingual Method (ALM) at SMP Negeri 4 Batang Angkola.
2. To identify influence factors of students' simple sentences mastery at SMP Negeri 4 Batang Angkola.

G. Significances of the Research

This research is expected to be useful at least in three domains, they are for the science of education, for teacher and for the future researchers, and the following illustration describes the significances for these parties. *Firstly*, this research will give contribution and enrich the science of language education in general and specifically to the field of teaching simple sentences. This study is uncompleted and the same empower the same research conducted in the past.

Second, this research is useful for teacher as source of teaching. Teachers can get learning materials to be presented in the classrooms of teaching simple sentences, specifically which concerns with Audio Lingual Method (ALM). Besides, they can use the guidance Audio Lingual Method (ALM) presented in this research as reference in solve the problems and to add the student mastery in simple sentences.

Finally, this research can be used by future researcher as reference and standing points for studying the other subject in the field language teaching. By reading this research, they will be able to identify other subject to investigate which is the continuity of this research.

H. Definition of the Operational Variables

1. Improving

It is a process of becoming or making students' simple sentences mastery better through two cycles which is a change that improves students' simple sentences by using Audio Lingual Method.

2. Students' simple sentences mastery.

- a. Student is a person who is studying at a primary school, junior school or secondary school.⁷
- b. Simple sentence is the sentence has one subject and one predicate.⁸
- c. Mastery is great knowledge about or understanding of a particular thing.⁹ So, students' simple sentences are ability of a person in process and product a group of words that has a complete sense.

3. Audio Lingual Method (ALM)

Audio Lingual Method (ALM) is an oral-based approach. This method is also known as Aural Oral Method, which refers to emphasis of using ear (aural) to listen and mouth (oral) to speak or to repeat.¹⁰

4. SMP Negeri 4 BatangAngkola.

SMP Negeri 4 BatangAngkola is a state Junior High School number 4 and located in Sorimadingin, BatangAngkola.

I. Action of Indicator

⁷Oxford, *New Oxford Learner's Pocket Thesaurus*, (New York: Oxford University Press, 2010), p. 445.

⁸JayanthiDakshinaMurthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 238.

⁹A.S Hornsby, *Oxford, Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press Walton Street 1995), p. 822

¹⁰LilianaMonserrat, "Audio Lingual Method", no. 14864034 (<http://www.Slideshare.net>, accessed at April 5th 2014 retrieved on 13.56 pm).

Action research is any systematic inquiry conducted by teachers' researchers, principals, school counselor or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment out comes and the lives of those involved.

Action means the activities that will be done. The researcher will make the teaching program; lesson plan and also ALM that use to teach simple present tense and simple past tense to the students, until the end of the actions will be done. In this research, the researcher collaborate with teacher to become a team work who work together to solve the students' problem in increasing simple sentences mastery.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

Review of related literature involves the systematic identification, location and analysis of documents containing information related to the research problem. This research reviewed the theories of simple sentences and Audio Lingual Method (ALM).

1. Sentences

Sentence is a group of words that make a complete sense.¹ Sentence is also a group of words that used to communicate the ideas in writing or in speech.² Sentence is a complete, independent unit of thought and consists of two main parts: a subject and a predicate. The subject is the word that names the person, thing or place.³ The subject is usually noun or pronoun. The predicate makes a statement about the subject.⁴ It consists of a verb or auxiliary verb and its modifiers or complements. Complement is a word or words that used to complete the meaning of the verb. The verb is the most important part of the predicate.

According to A.S said “Sentence is a set of word expressing a statement, a question or an order, usually containing a subject and verb”.⁵ Next, sentence is a group of word consists of subject and predicate that has meaning full unit, like

¹Wren and Martin, *High School English Grammar and Composition*, (N.D.V. PrasadaRao, 1990), p. 1.

²Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students*, (Addison- Wesley Publishing Company: USA, 1983), P. 121.

³*Ibid.*,

⁴*Ibid.*,

⁵A.S Hornsby, *Oxford, Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press Walton Street 1995), p.1212.

Marcella Frank says a sentence is a full prediction containing a subject plus a predicate with a finite verb.⁶ It means that a full sentence concludes a subject and a predicate and ends with full stop.

Moore stated that sentence is the word group which conveys a complete idea in the larger context of the paper, is the basic unit of thought, the device by which we call attention to a topic, the subject, and then say something about the topic. Furthermore, Leech and Short splitting the definition of sentence into two similar but different descriptions based on the level of style; on syntactical level, a sentence (ignoring some areas of indeterminacy) may be defined as an independent syntactic unit, either simple (consisting of one clause) or complex (consisting of more than one).⁷ So, based on the explanation above, the researcher concludes that sentence is a group of words which make a complete sense and has a subject and a predicate. It means that sentence is not only the combination of some words but has the level and the variety. The other words that it is impossible students can make a sentence if they do not understand kinds of sentence well.

2. Simple Sentences

Simple sentence is the sentence has one subject and one predicate.⁸ Next, simple sentence is one which has only one finite verb.⁹ The core of all writing is a

⁶Marcella Frank, *Modern English a Practical reference guide*, (New Jersey: Prentice Hall Regents Englewood Cliffs, 1972), p.220.

⁷ G. H. Leech and M. H. Short, *Style in Fiction*, (Essex: Longman Group Limited, 1981), p.217.

⁸Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Book Palace, 2003), p. 238.

⁹Wren and Martin, *Op. Cit.*, p. 200.

simple sentence (also called as an independent clause), not the individual word.¹⁰

The subject is usually defined as what the sentence is talking about. With this definition, the predicate can be defined as what is said about the subject. That is, the predicate tells what the subject does or what is done to the subject or what the subject is.

The type of sentence is Simple Sentence (Nominal). While, nominal sentence is a sentence with a predicate consists of to be or auxiliary plus a predicative.¹¹ So, can be concluded that simple sentence is the sentence has one subject and one predicate without verb.

a. Simple Present Tense

Simple present tense according to Stannard Allend in his book *Living English Structure*, stated “simple present tense is habitual actions and general truth”.¹² Similarly with Stannard Allend, Betty Schramper Azar has an opinion in his book that “simple present tense expresses daily habits or usual activities and expresses general statements of fact”.¹³ So, based on the explanation above, the researcher concludes that simple present tense is habitual actions and expresses general statements of fact. The researcher limits simple present tense into simple present tense in nominal sentence.

¹⁰Hulon Willis, *Structure, Style and Usage; A Guide to Expository Writing*, (New York: Holt, Rinehart and Winston, 1966), p. 127.

¹¹MunFika, Sam. S. Warid and Sam. A. Soesanto, *Complete English Grammar*, (Surabaya: Apollo Lestari, 2000), p. 32.

¹²Stannard Allend, *Living English Structure*, (London: Longmans, 1987), p.70.

¹³Betty Schramper Azar, *Fundamentals of English Grammar*, (Jakarta: BinaRupaAksara, 1993), p. 3.

1) Positive Sentence

Positive sentence is saying that makes a statement or assertion.¹⁴

Victoria's opinion affirmative is can be called something stated is true or expression that indicated agreement.¹⁵ So, affirmative sentence is the sentence saying that something stated is the true or the sentence that indicating agreement. It is a positive sentence. To make an affirmative the verb *be* has three separate forms. Related to tense will use the pattern of simple present tense in nominal sentence stated as follows.¹⁶

Positive:

Subject + To Be (Is, Am, Are) + Object

For examples:

Subject	Am/is /are	Object
I	am	busy
You	are	sick
They	are	very small
We	are	an honest men
He	is	handsome

¹⁴Wren And Martin, *Loc. Cit.*,

¹⁵Victoria Neufalt, *Webster's New World College Dictionary. 3rd Edition*, (New York: a Simon and Schuster Macmillan Company, 1996), p.22

¹⁶RedaksiTanggaPustaka, *Cara PraktisMenguasai 16 Tenses* (Jakarta: PT. TanggaPustaka, 2008), p. 3.

She	is	smart
It	is	nice

2) Negative Sentence

Negative sentence is the opposite of positive, expressing, or containing, expressing, or implying a denial or refusal.¹⁷ So, negative sentence is the sentence that opposite with affirmative sentence; it is the sentence that refuse something.

Negative:

Subject + To Be (Is, Am, Are) + Not +
--

Forexamples:

Subject	Am/is /are	Not	Object
I	am	not	busy
You	are	not	angry
They	are	not	very small
We	are	not	an honest men
He	is	not	handsome
She	is	not	smart
It	is	not	nice

¹⁷*Ibid.*, p. 907

3) Interrogative Sentence

Marcella Frank explains that the sentence ends with a question mark (interrogative point) in writing. In the spoken language, most yes-no question with a fall in pitch.¹⁸ So, Interrogative is asking or having the form of a question. In an interrogative sentence the subject and auxiliary are often reversed.

Interrogative:

Is, Am, Are + Subject + Object

For examples:

Am/is /are	Subject	Object
Are	you	busy
Are	you	sick
Are	they	very small
Are	you	an honest men
Is	he	handsome
Is	she	smart
Is	it	nice

¹⁸Marcella Frank, *Op. Cit.*, p. 221.

b. Simple Past Tense

Simple past tense indicates that terminating in the past, whether a time worse in given or not.¹⁹ According to Betty Schramper “The Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past (e.g. yesterday, last night, two days ago, in 1990)”.²⁰ From those statement can be conclude that simple past tense is a simple sentence which is used to talk about events, actions that happened at a specific time in the past such expression of definite past as yesterday, last year, two weeks ago, last night, last Monday, last summer a few minutes ago and the day before yesterday. The researcher limits simple past tense into simple sentence nominal

The simple past formed with subject + auxiliary verb was/were.
Formula is:

1) Positive

Subject + was/were + object

For examples:

Subject	was/were	Object
I	was	hungry
You	were	late
They	were	comfortable

¹⁹Marcella Frank, *Modern English: Exercise For Non-Native Speakers, Part 1: Part Of Speech*, (New Jersey, Prentice Hall, inc: 1972), p. 49

²⁰Betty SchramperAzar, *Op. Cit.*, p. 17.

We	were	happy
He	was	asleep
She	was	a nurse
It	was	hot

2) Negative:

Subject + Was/Were + Not + Object

Forexamples:

Subject	was/were	Not	Object
I	was	not	hungry
You	were	not	Late
They	were	not	comfortable
We	were	not	happy
He	was	not	asleep
She	was	not	a nurse
It	was	not	Hot

3) Interrogative:

Was/Were + Subject + Object

For examples:

Was/Were	Subject	Object
Was	you	hungry
Were	you	late
Were	they	comfortable
Were	you	happy
Was	he	asleep
Was	she	a nurse
Was	it	hot

3. Audio Lingual Method (ALM)

a. Background of Audio Lingual Method

The Audio Lingual Method (ALM) is a method which was introduced in the United States of America (USA) in 1940s as an Army Method. Then World War II broken out and suddenly the United State were thrust into a worldwide conflict, heightening the need for Americans to become orally proficient in the language of both their allies and their enemies.²¹ The time was ripe for a language teaching revolution.²² The USA military provided the impetus with funding for special, intensive language course that focused on the aural/ oral skills; these courses come to be known as the Army Specialized Training

²¹H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language To Language Pedagogy*, (New Jersey: Prentice Hall Regents Englewood Cliffs, 1994), p. 57.

²²*Ibid.*,

Program (ASTP) or more colloquially, the Army Method.²³ Characteristic of these courses was a great deal of oral activity- pronunciation and pattern drills and conversation practice with virtually none of the grammar and translation found in traditional classes.²⁴ Ironically, numerous foundation stones of the discarded Direct Method were borrowed and injected into this new approach. Soon, the success of the Army Method and the revived national interest in foreign languages spurred educational institutions to adopt the new methodology.²⁵ In all its variations and adoptions, the Army Method comes to be known in the 1950s as the Audio Lingual Method. Also this method is still very popular today, whose influence can be seen in variety of drill- based technique and exercise.²⁶ In the Audio Lingual Method language learners are required with the knowledge and skill required for effective communication in a foreign language. The advocates of the Audio Lingual Method believed that learning is essentially the process of change in mental and physical behavior induced in a living organism by experience. This principle was must influenced by a theory of physiology known as behaviorism.²⁷ Formal experience can be gained at formal schools and the aim of learning is habit. Learning is simple habit formation.²⁸ The method, which was originally introduced to prepare people to master foreign language orally in a short time, emphasizes oral forms of

²³*Ibid.*,

²⁴*Ibid.*,

²⁵*Ibid.*,

²⁶David Nunan, *Methodology*. In David Nunan (Ed) *Practical English Language Teaching*, (McGraw Hill: Boston, 2003), p.5

²⁷Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 54.

²⁸*Ibid.*,

language.²⁹ The method considers that the oral forms: speaking and listening should come first, then reading and writing come later. The advocates of the method believed that language learners learn a foreign language as a child learns his/her mother tongue.³⁰ *First*, he hears sounds and tries to understand the sounds. *Next*, he/she learns to read the written forms. The phases can be described that learning a foreign language there the passive or receptive phase and the active or reproductive phase.

So, can be concluded that the sources of the audio lingual method comes from USA in 1940s as an Army Method then, the success of the Army Method and the revived national interest in foreign languages spurred educational institutions to adopt the new methodology.

b. Concepts of Audio Lingual Method

AudioLingual Method is derived from words ‘audio’ and ‘language’. It is to say that this method offers to teach language through the transfer of listening (audio or aural or ear).³¹ This method is also known as Aural Oral Method, which refers to emphasis of using ear (aural) to listen and mouth (oral) to speak or to repeat. Then, the term ‘Army Method’ is from the fact that this method was originally established on the shake of military purposes, even though in the latter time it was applied in formal schools. In addition, Richard–Amato state that Audiolingualism (ALM), a new scientific oral method was based on behavioral and adhered to the theory that language is acquired through habit formation and

²⁹*Ibid.*,

³⁰*Ibid.*,

³¹SojuangonRambe, “Audio Lingual Method,” *EnglishEducation Journal*, Volume 1, No. 1, January 2013, p. 58.

stimulus/response association.³²The following discussion concerns with theoretical description of Audiolingual bases and instructional design.

AudioLingual Method is the product of ASTP commission from 1943 to 1946 on the shake of World War II in America, which focuses on speech.³³ The AudioLingual Method has introduced memorization of the dialogues and imitative repetition (mimicry) as specific learning techniques.³⁴ This method emphasizes the teaching of listening and speaking which did not gain so much importance from Grammar Translation Method. The language skills are taught in the order of listening, speaking, reading, and writing.

AudioLingual Method uses dialogues as the main form of the language presentation and drills as a main training techniques. Mother tongue is discouraged in the classroom. Moreover, teaching techniques with tape recordings and language lab drills offer practice in speaking and listening, which are considered of primary importance in language learning. Reading and writing are limited but not ignored; it should be presented gradually after the students are considered capable enough and the material should keep seriously to what student has heard and repeated.

The AudioLingual Method classes concentrated on long repetition- drill stages, in which the teacher hoped that the student would acquire good language habits. By rewarding correct production during these repetition phrases, students

³²Richard Amato, Patricia A. *Making It Happen: From Interactive to Participatory Language Teaching*, (Person Education Inc: New York, 2003), p. 17

³³*Ibid.*,

³⁴H.H. Stern, *Fundamental Concept of Language Teaching*, (Walton Street, Oxford OX26DP, Oxford University Press, 1996), p. 464.

could be conditioned into learning the language.³⁵ There are four types in this method: those are; simple repetition, substitution, transformation and translation.³⁶ It can be inferred that the main activity of this method is drilling from simple repetition to the translation. The teacher has to motivate the students to learn English in the class; he/she is a central and active role in the teaching and learning activities.

From the statements above, the writer comes to understanding that the Audio Lingual Method is a method emphasizes on listening and speaking by imitating and repeating and memorizing grammatical structures through substitutions, singular-plural and tense transformations, using the target language and the culture where the language is spoken. Correct responding the stimuli must be done by the students continuously in order to become a habit.

c. The Characteristics of Audio Lingual Method

Marianne Celce- Murcia in her book *Teaching English as a Second or Foreign Language Second Edition* summed up the characteristics of the following list:³⁷

- 1) Lessons begin with dialogues.
- 2) Mimicry and memorization are used, based on the assumption that language is habit formation.
- 3) Grammatical structures are sequenced and rules are taught inductively.

³⁵Jeremy Harmer, *How to Teach English*,(England: Longman published, 1998), p. 31.

³⁶Stephen Krashen, *Principle and Practice in second Language Acquisition*,(Oxford: Pergamon Press, 1986), p. 130.

³⁷Marianne Celce- Murcia (ed), *Teaching English as a Second or Foreign Language*, (Heinle and Heinle Publishers, Los Angeles, 1991). p. 6

- 4) Skills are sequenced: listening, speaking, reading and writing postponed.
- 5) Pronunciation is stressed from the beginning.
- 6) Vocabulary is severally 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 s/he is teaching since learning activities and materials are carefully controlled.

Other characteristics of Audio Lingual Method according to H.H Stern those are:³⁸

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

In addition, according to David Nunan the principle of Audio Lingual Method based on behaviorism and structural linguistics of the following lists:³⁹

- 1) Priority is given to spoken rather than written language.

³⁸H. H. Stern, *Op. Cit.*, p. 462.

³⁹David Nunan. *Loc.Cit.*,

- 2) Language learning is basically a matter of developing a set of habits through drilling.
- 3) Teach the language, *not about* the language (avoid teaching grammar rules).

The writer assumes that in the Audio Lingual Method, the learners should have a strong effort to get the language acquisition. Students do a lot listening and speaking by imitating and repeating the teacher instruction, students also memorize the structure. The structure is clearly seen that one of the language teacher's major roles is a model of the target language. Teacher should provide students with a native-speaker-like model. The material presented gradually from listening, speaking, reading, and writing but it is emphasized on spoken language as its teaching objective.

d. Principles of the Audio Lingual Method

Using Audio Lingual Method has principles; According to Diane Larsen-Freeman in her book, *Techniques and Principles in Language Teaching*, the principles of the Audio Lingual Method are:⁴⁰

- 1) Language forms do not occur by themselves, they occur most naturally within a context.
- 2) The native language of the target language and the target language have separate linguistic systems. They should be kept their apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.
- 3) One of the target language teacher's major roles is that of a model of the target language. Teachers should provide with a good model. By listening to how it supposed to sound, students should be able to mimic the model.
- 4) Language learning is a process of habit formation.
- 5) It is importance to prevent learners from making errors.

⁴⁰Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 1986), p. 42-43.

- 6) The purpose of language learning is to learn how to use the language to communicate.
- 7) Positive reinforcement helps the students to develop correct habit.
- 8) Students should learn to respond to both verbal and nonverbal stimuli.

According to Johnson as quoted by Setiyadi stated there are ten essential principles of Audio Lingual Method as follows:⁴¹

- 1) Language is a system of arbitrary vocal symbol used for oral communication.
- 2) Writing and printing are graphic representations of the spoken language.
- 3) Language can be broken down into three major component parts: the sound system, the structure, and the vocabulary.
- 4) The only authority for correctness is actual use of native speakers.
- 5) One can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language.
- 6) Languages can be learned inductively far more easily than deductively.
- 7) Grammar should never be taught as an end in itself, but only as a means to the end of learning the language.
- 8) Use of the students' native language in class should be avoided or kept to a minimum in second language teaching.
- 9) The structures to which the students are exposed to should always sound natural to native speaker.
- 10) All structural material should be presented and practiced in class before the students attempt to study it at home.

⁴¹BambangSetiyadi, *Op. Cit.*, p. 56-57.

According to Richard and Rodgers there are four essential principles stated as follows:⁴²

- 1) Foreign language learning is basically a process of mechanical habit formation.
- 2) Item presented in spoken form before they are seen in written form.
- 3) Analogy provides a better foundation for language learning than analysis.
- 4) The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation.

From those principles, the learning activity started by drilling the dialogue before written form, it means that the students must imitate and repeat the teacher instruction before coming to the text. It is a process of habit formation. The habits of the students' native language would interfere with the students' attempts to master the target language. Teachers should be kept a part so that the students' native language interferes as little as possible with the students' learning of the foreign language. Teachers must be a good model as a native speaker; teacher must teach how to use the language to communicate in the classroom or daily life as the objective of this method. This method demands the teachers to be skillful in speaking.

e. Purposes of the Audio Lingual Method

SojuangonRambe in his *English Education Journal* Audio Lingual Method," Volume 1, No. 1, summed up the objectives of the method as follows:⁴³

- 1) Comprehending listening (early beginner).
- 2) Obtaining accurate pronunciation similar to what they hear, control the structure of sounds and forms (early beginner).

⁴² Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis*, (Cambridge: Cambridge University Press, 1986), p. 51.

⁴³ SojuangonRambe, *Op. Cit.*, p. 66.

- 3) Recognizing speech symbols as graphic signs in the printed pages, understanding the meanings of the signs when they are uttered by native speakers (beginner-intermediate).
- 4) Able to write down they hear and say together with pronunciation graphic signs (beginner-intermediate).
- 5) Able to write certain type of text (advanced).
- 6) Able to translate certain text (advanced).

According to BambangSetiyadi, the purpose of Audio Lingual Method includes some aspects of language learning. The purposes of the Audio Lingual Method are:⁴⁴

- 1) Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters.
- 2) Language learners are able to speak in acceptable pronunciation and grammatical correctness.
- 3) Language learners have no difficulties in comprehending printed materials.
- 4) Language learners are able to write with acceptable standards of correctness on topics within their experience.

So, the purpose of the method is the ability in communication, language learners and their language teacher should use the target language at all times and it is to rapid the acquisition of listening and speaking skills by drilling the students in the use of grammatical sentence patterns.

f. Kinds of Drilling Materials

Audio Lingual Method involves variety kinds of drilling materials to present the structure of the target language. According to Richard and Rogers as quoted by SojuangonRambein his *English Education Journal* present twelve types of drills employed in Audio Lingual Method as follows:⁴⁵

⁴⁴BambangSetiyadi, *Op. Cit.*, p. 55.

⁴⁵SojuangonRambe, *Op. Cit.*, p. 67.

- 1) Repetition. Students repeat an utterance aloud as soon as they heard it without looking at text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order. In this type of drilling, a teacher utters a sentence and the students repeat them again and again. After the first utterance is memorized, it is added with other utterance.

Example: Teacher Students

I met him I met him. (Repeated again and again)

After students had memorized that utterance, it then added with '*When I went to Simago-mago with my family for vacation.....*' the utterance is presented to the students part by part logically until the whole sentences are given.

- 2) Inflection. Word in an utterance /sentence occurs in the other utterance/ sentence is changed due to grammatical rule.

Example: *I* like candy becomes *she* likes candy.

- 3) Replacement. One word in utterance is replaced by another.

Example: *Helen* left early becomes *she* left early.

- 4) Restatement. The students rephrase an utterance and address it to someone else, according to instructions.

Example: Tell him to wait for you.

Wait for me!

- 5) Completion. The students hear an utterance that is complete except for one word, and then repeats the utterances in complete form.

Example: We all have_____ own troubles.

We all have *our* own troubles.

- 6) Transposition. A change in word order is necessary when a word is added.

Example: A:” I am hungry.” (so). B:” So *am I*.”

- 7) Expansion. When a word is added it takes a certain place in the sequence.

Example: I know him. (hardly) becomes I *hardly* know him.

- 8) Contractions. A single word stands for a phrase or clause.

Example: Put your hand *on the table* becomes put your hand *there*.

- 9) Transformation. A sentence is transformed by being made negative or interrogative or through change in tense, mood, aspect or modality.

Example: He knows my address.

He does not know my address.

Does he know my address?

- 10) Integration. Two separate utterances are integrated into one.

Example: They must be honest. This is important.

It is important that they must be honest.

- 11) Rejoinder. The students make an appropriate rejoinder to a given utterance.

He is told in advance to respond in one of the following ways:

	Expressions	Reply
	<i>Be polite</i>	
Example:	thank you!	You are welcome!
	May I take one?	Certainly!

- 12) Restoration. The students are given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words

with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past or future.

Example: *Restore the following words into present continuous!*

Students/wait/bus

The students are waiting for the bus.

From the learning materials mentioned above, the writer concludes that language acquisition is acquired by habit formation through oral exercises by imitating and repeating. In addition, for the twelve types above, writer will be applied five types of drilling are transformation and intonation, substitution drill, fill in the blank auxiliary, fill in the blank transformation and restoration.

g. The Techniques of Audio Lingual Method

There are variety types of drill techniques and repetition to familiarize students with the sounds and structural pattern that focus on oral communication. The listing here is related types of drills are extracted according to Dr. Chifen Chen as follows:⁴⁶

- 1) Dialog Memorization
Students take the role of one person in the dialogue and the teacher the other. Switch roles and memorize the other person's part. Half of the class to take one role and the other half to take the other, some pairs of students might perform the dialogue for the rest of the class.
- 2) Backward Build-up drill
To teach long lines of dialogues: break down the line into several parts repeat a part of the sentence follow the teacher, students expand what they repeated part by part until they are able repeat the entire line.
- 3) Repetition Drill
Students repeat teacher's model as quickly and accurately as possible.
- 4) Chain Drill

⁴⁶ Aronni, "The-Audio-Lingual-Method", no. 10193479 (<http://www.slideshare.net>, accessed at April 5th 2014 retrieved on 14.06 pm).

To make students ask and answer questions with each other. It allows some controlled communication among students and gives the teacher an opportunity to check students' speech.

5) Multiple-slot Substitution Drill

To give cue phrases, one at time, that fits into different slots in the dialogue line. To recognize what part of speech each cue is and make any other changes, such as subject-verb agreement and to fit cue phrase into line where it belongs and to say the line loudly.

6) Transformation Drill

To change a certain kind of sentence pattern to another form, transform an affirmative sentence into a negative sentence. To transform a statement into a question, to transform an active sentence into a passive sentence to transform a direct speech into reported speech.

7) Use of Minimal Pairs

Using contrastive analysis, teacher selects a pair of words that sound identical except of single sound that typically poses difficulty for learners- students are pronounce and differentiate two words.

8) Question and Answer Drill

Students practice the target language with answering questions and the question patterns. Students answer the teacher's question quickly.

9) Grammar Games

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

10) Completing the Dialog

Selected words are erased from a line in a dialog-students must find and insert.

From the variety types of drill techniques mentioned above, the writer concludes that language acquisition is acquired by habit formation through oral exercises by imitating and repeating. In this approach, teacher like a leader, directing and controlling the language behavior of the students for the ten types above, writer will be applied repetition drill to the students.

h. Procedures of the Audio Lingual Method

There are some procedures in Audio Lingual Method according to David Nunan as follows:⁴⁷

⁴⁷David Nunan, *Grammar. Op Cit.*, p. 154

- 1) Present the new language items to be learning and giving a clear demonstration of its meaning though nonverbal means such as by picture or actions (do not give grammar explanation).
- 2) Model the target pattern, using a number of examples.
- 3) Get the whole class to mimic and memorize the new pattern following the teacher's model.
- 4) Introduce a substitution drill, first to the whole class, then with the class divide into two, and with individual responses.
- 5) Repeat the first four steps, using negative versions of the target structure.
- 6) Repeat the first four steps, using interrogative (question) versions of the target structure.
- 7) Check for the transfer, using previously unrehearsed cues. Solicit both class and individual responses.

Another procedure described by the Huebener, they are:⁴⁸

- 1) The language teacher gives a brief summary of the content the dialogue. The dialogue is not translated but equivalent translation of key phases should be given in order for the language learners to comprehend the dialogue.
- 2) The language learners listen attentively while the teacher reads or the dialogue at normal speed several times. Gestures and facial expressions or dramatized action 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

⁴⁸BambangSetiyadi, *Op. Cit.*, p. 60.

length and on the alertness of the language learners. If the teacher detects an error, 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' row go to the front of the classroom to act out the dialogue. By this time they should have memorized the text.

Based on two procedures above, the procedures of Audio Lingual Method that will be applied by the researcher in this research, they are:

- 1) Explaining topic and function of simple present tense.
- 2) Drill and repeat variety sentences of the simple present tense.
- 3) Transformation and intonation. Teacher reads the sentence in simple present form. Students hear and then repeat the exercise chorally and individually. For the ten numbers of the items teacher order five students. Two items for everyone.
- 4) Substitution drill. For the ten numbers of the items teacher order five students. Two items for everyone.
- 5) Fill in the blank auxiliary. For the fifteen numbers of the items teacher order five students. Three items for everyone.
- 6) Fill in the blank transformation. For the nine numbers of the items teacher order three students. Three items for everyone.
- 7) Restoration. For the ten numbers of the items teacher order five students. Two items for everyone.

- 8) Dialogue exercise.
- 9) Written test: completing sentence.

i. Evaluation

Consistent with the objective of the Audio Lingual Method in the section, the evaluation flexible with student proficiency level as follow:⁴⁹

- 1) Ability in comprehending listening utterances.
- 2) Ability in pronouncing utterances and dialogs.
- 3) Ability to identify speech symbols and graphic signs.
- 4) Ability to write down utterances with the speech symbols and graphic signs.
- 5) Ability to memorize text or dialog.
- 6) Ability to write certain type text.
- 7) Ability to translate text.

B. Review of Related Findings

Research is the study about certain object to find out new facts about it. There have been many researchers done regard to this research. They are shown to present related element with research topic in order that writer here need to conduct another research to complete an empty side of the research focus the related findings are:

The first, a thesis of Erna Fatmawati “*Teaching Simple Past Tense through Audio Lingual Method*”.⁵⁰ The kind of research is an experimental research. Research found the result of the data about teaching simple past tense through Audio Lingual Method to the second grade SMP Islam Al-Fajar Kedaungan- Pamulang, there is

⁴⁹ Sojuangon Rambe, *Op. Cit.*, p. 75.

⁵⁰ Erna Fatmawati, *Teaching Simple Past Tense through Audio Lingual Method* (Thesis Universitas Islam Negeri Syarif Hidayatullah: Jakarta, 2010).

positive significant different between the teaching simple past tense by using Audio Lingual Method and Grammar Translation Method. It can be seen from means score of the two classes, mean of the class with Audio Lingual Method is 70 and mean of the class with Grammar Translation Method is 65. It can be summarized that by using t-test at the level of significance is 5%.

Second, the research about simple past tense had been done by MutiaraFani that was “*The Effectiveness of Using Audio-Lingual Method in Teaching the Simple Past Tense*”.⁵¹ This research explains about the application of Audio-Lingual Method in teaching simple past tense. Researcher used Audio-Lingual Method to teach the simple past tense in order to minimize the students’ error and difficulties in learning simple past tense, because this method made the students know and practice the simple past tense sentences though imitating, repeating, and memorization the dialogue to become a habit formation. Moreover, the method could make the students understand the sentences of simple past easily. In fact, the result of the analysis of interpretation the data shows that teaching simple past tense become more effective by using Audio-Lingual Method; it can be seen from the result of the test.

Third, A thesis of Sati Astuti “*The Effectiveness of using Audio Lingual Method in Improving Speaking Ability*”.⁵² The kind of research is an experimental research. Research found there is significant improvement of English speaking ability of students’ SD Negeri Sidogemah 01 Demak by using Audio Lingual Method. It can be known from the differences of pre-test and post-test by using t-test formula.

⁵¹MutiaraFani, *The Effectiveness of Using Audio-Lingual Method in Teaching the Simple Past Tense* (Thesis FITK UIN: Jakarta, 2007).

⁵²Sati Astuti, *the Effectiveness of using Audio Lingual Method in Improving Speaking Ability*, (Thesis IKIP: Semarang, 2008).

The researchers mentioned above research about students' simple sentences mastery the researcher in this research interested to search about students' simple sentences mastery by using audio lingual method. The kind of research is classroom action research by gathering data through participants' testing students of SMP Negeri 4 BatangAngkola. By using Audio Lingual Method researcher hopes that the students will improve their mastery of simple sentences.

C. Conceptual Framework

Conceptual framework is necessary used to show a certain assumption about research topic in order to arrange or organize the research problems, resolution, and its evidence criteria. Simple sentence mastery problems that have been focus on this research come from intrinsic and extrinsic factors which have influence students' simple sentence mastery. Intrinsic factor belongs students' simple sentence mastery is low because student only remember it when studied. After finishing study, students are forgotten, while extrinsic factor is classroom design un-intensive course for simple sentence mastery in English language learning. Actually the problem in classroom can be handling by focusing on teaching toward simple sentence mastery and full management in designing classroom to provide students an active learning during English learning. However, almost influence factors cannot be solved from long time and students' simple sentences mastery stays on bad.

Because of that, researcher will use Audio Lingual Method during English learning to improve students' simple sentences mastery. In Audio Lingual Method, researcher begins to precede explanation about Audio Lingual Method before held a deep of specific Audio Lingual Method and continue to remember again about eight

part of speech especially noun, adverb, adjective. After conducting Audio Lingual Method, researcher will do reflection to analyze what will have been happened in the classroom whether Audio Lingual Method improves or does not. If there will be a students' simple sentence mastery staying in low, researcher re-conducts the second and the next drill by considering the influential factors to be eliminated turning actions to achieve the intended mastery better at simple sentences in English. Research framework is described as bellow.

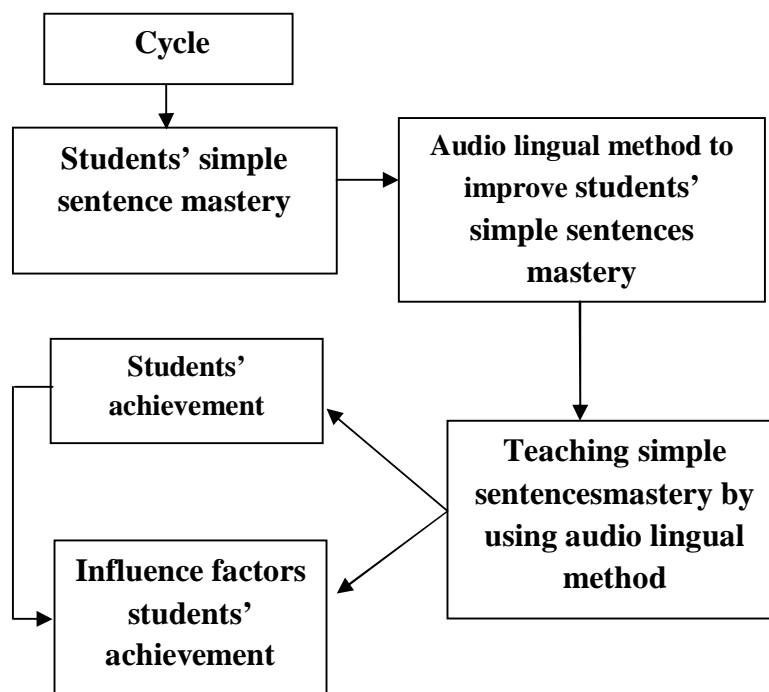


Figure I. Conceptual Framework

D. Research Hypothesis

The research hypothesis is need to show the writer's thinking and expectation about achievement of the research related to this study. The hypothesis of this research is state that audio lingual method can improve students' simple sentences mastery at seventh grade SMP Negeri 4 BatangAngkola.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used Classroom Action Research (CAR). According to Gay and Airasian classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.¹In addition action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operate how they teach, and how well their students learn. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment outcomes and the lives of those involved.²Accordingly, this research conducted which is used to improve the teacher's practice in the classroom for teaching simple sentences; teaching applies Audio Lingual Method (ALM) or changing student's simple sentences mastery at low competence to the better competence by Audio lingual method.

Classroom action research concerns on certain procedures, namely planning, action, observation and reflection. Planning means developing an action plan which

¹L.R. Gay and Peter Airasian, *Educational Research*, (New Jersey Prentice Hall Inc, 2000), p. 593.

²Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall, 2000), p. 6.

is critically done to improve what had been happened. Then action is chosen action which is believed as the resolution for the problems and then observation is the third step in the classroom action research will be done comprehensively to figure out the process of the action. Finally reflection is recognizing and analysis an action that will have been conducted in the classroom as it will be figured out on the observation notes.

In this research the researcher applied two cycles. Each cycle consists of two meetings each meeting consists 90 minutes. So, there were four meetings during research process. Interpretation on cycles in classroom action research of the research, they are general identification, reconnaissance, plan arrangement, development, implementation, evaluating, and finally repairing plan.³ This designed show the improvement of practice in the classroom will be done through cycles to be implemented continuously to reach what the research want to do at first.

The required data will be collected by testing, observing and interview. The main data will be observed by field notes as the qualitative data. It is used to describe data which is not unable to being counted or measured in an objectively and therefore subjective. The data is used to describe the situation in the classroom during the learning process by audio lingual method in the term of the students, teacher and influential factors. The design of classroom action research in this study used John Elliot's design.⁴ It consists of four phrases; planning, acting, observing and reflecting. The design of this present research is illustrate as following:

³Iskandar, *PenelitianTindakanKelas*, (Jakarta: GaungPersada Press, 2011), p. 29.

⁴David Hopkins, *Panduan Guru PenelitianTindakanKelas*, translated from "A Teacher's Guide to Classroom Research", by Achmad Fawaid, (Yogyakarta: PustakaPelajar, 2011), p. 93.

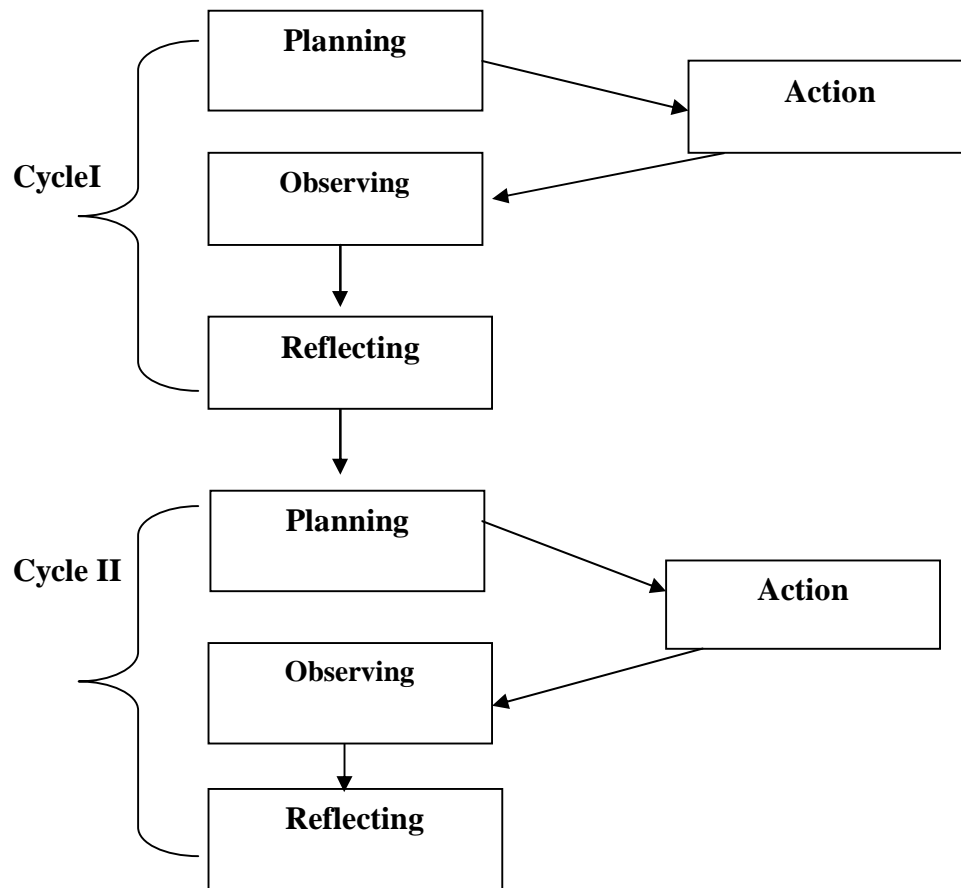


Figure: 2 Research Design.

First cycle

The first cycle researcher will conduct for two meetings. Every meeting will do for ninety minutes. The researcher will observe all the activities in the classroom.

1. First meeting

This meeting researcher prepares all the needed in this meeting as below:

a. Planning

- 1) Making lesson plan that is consist of the step in action.
- 2) Preparing the test to know the students simple sentences mastery.
- 3) Making learning approach that use audio lingual method.
- 4) Preparing the sentence to do audio lingual method along with the first test to be given to the student and made an instrument as a tool of research to see the students' simple sentences mastery improvement.
- 5) Discussing how the audio lingual method to be done in teaching learning.
- 6) Preparing all the materials that will be needed in the teaching learning process as: lesson plan and value criteria.

b. Action

- 1) Explaining the objective of the research and audio lingual method to students.
- 2) The learning material base on the simple present tense in nominal sentence.
- 3) The class begins by presenting a new dialog to students.
- 4) Teacher gives repetition drill in the form transformation and intonation and students repeat the exercise chorally.
- 5) Teacher orders five students repeat the exercise by individually.
- 6) Teacher gives substitution drill.
- 7) Teacher orders five students repeat the exercise by individually.
- 8) Teacher gives fill in the blank auxiliary(am, is, are) material and students do the drill.

- 9) Teacher orders five students repeat the exercise by individually.
- 10) Giving limited time for student to listen the exercise.
- 11) Monitoring each step that has been planning.
- 12) Monitoring time allocation with the all activities is done.
- 13) Preparing the solution for the problem when the action is done.

c. Observation

- 1) Discussion with English teacher to observe planning.
- 2) Monitoring Audio lingual method that will be done.
- 3) Making note every activity that occurs in classroom when audio lingual method use in teaching learning.
- 4) Discussing with the English teacher about the weakness and factors that influence in teaching learning process during observation is done.

d. Reflection

- 1) Analyzing the finding during the observation is done.
- 2) Analyzing the weakness and the teacher progress that using audio lingual method determines the follow up of activity.
- 3) Reflecting on audio lingual method is used.
- 4) Reflecting on teacher learning activity.
- 5) Reflecting on student learning activity.
- 6) Evaluating the data gotten from the class and made any decisions for the next meeting.

2. Second meeting

This meeting researcher expends to repair the problem in the meeting before;

a. Planning

- 1) Analyzing the result in the first meeting and expand to repair to be done in the next meeting.
- 2) Preparing all materials that will be need in the teaching learning process as lesson plan.
- 3) Encoding the problem in the learning process.
- 4) Designing the second preparing base on the first meeting.

b. Action

- 1) Teaching learning begins by Basmalah.
- 2) The learning material base on the simple present tense in nominal sentence.
- 3) Teacher gives fill in the blank transformation, students listen and repeat chorally.
- 4) Teacher orders three students repeat the exercise by individually.
- 5) Teacher gives restoration, students listen and repeat.
- 6) Teacher orders five students repeat the exercise by individually.
- 7) Students do the exercises.
- 8) Giving limited time is 30 minutes for student to write the test.
- 9) Monitoring student work.
- 10) Monitoring time allocation with all activity is done.
- 11) Collecting students' work result.

c. Observation

- 1) Monitoring the teaching learning by using audio lingual method in teaching learning.
- 2) Recording the different activity is being.
- 3) Solve the problem in learning process and giving solution.

d. Reflection

- 1) Analyzing the weakness and progress when audio lingual method is done to determine the next planning activity.
- 2) Reflecting the Audio lingual method that is used in teaching learning process.
- 3) Reflecting of teaching activity and student learning result.
- 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

Second cycle

This cycle writer evaluating all activity in cycle before and repairing the problem conduct to meeting and every meeting will do ninety minutes.

1. Third meeting

This meeting researcher expends to repair the problem in the meeting before;

a. Planning

- 1) Analyzing the result in the first meeting and expend to repair to be done in the next meeting.
- 2) Preparing all materials that will be need in the teaching learning process as lesson plan.

- 3) Encoding the problem in the learning process.
- 4) Designing the third preparing base on the second meeting.

b. Action

- 1) Giving motivation to student.
- 2) The learning material base on the simple past tense in nominal sentence.
- 3) Teacher asks the students what they have questions, before begin the class.
- 4) The class begins by presenting a new dialog to students.
- 5) Teacher gives repetition drill in the form transformation and intonation and students repeat the exercise by chorally.
- 6) Teacher orders five students repeat the exercise by individually.
- 7) Teacher gives substitution drill.
- 8) Teacher orders five students repeat the exercise by individually.
- 9) Teacher gives fill in the blank auxiliary(was, were) material and students do the drill.
- 10) Teacher orders five students repeat the exercise by individually.
- 11) Monitoring student work.

c. Observation

- 1) Monitoring the teaching learning by using audio lingual method in teaching learning.
- 2) Recording the different activity is being.
- 3) Solve the problem in learning process and giving solution.

d. Reflection

- 1) Analyzing the weakness and progress when Audio lingual method is done to determine the next planning activity.
- 2) Reflecting Audio lingual method that is used in teaching learning process.
- 3) Reflecting of teaching activity and student learning result.
- 4) Evaluating or interpreted the data gotten from the class and made any decisions for the next meeting.

2. Fourth meeting

a. Planning

- 1) Analyzing the result in the third meeting and expend to repair to be done in the forth meeting.
- 2) Preparing all materials that will be need in the teaching learning process as lesson plan.
- 3) Encoding the problem in the learning process.
- 4) Designing the fourth meeting based on the third meeting.

b. Action

- 1) Giving motivation to students.
- 2) Teacher makes announcement that this meeting is the last meeting.
- 3) The learning material base on the simple past tense in nominal sentence.

- 4) Teacher gives fill in the blank transformation, students listen and repeat chorally.
- 5) Teacher orders three students repeat the exercise by individually.
- 6) Teacher gives restoration, students listen and repeat.
- 7) Teacher orders five students repeat the exercise by individually.
- 8) Students do the exercises.
- 9) Giving limited time is 30 minutes for student to write the second test.
- 10) Monitoring student work.
- 11) Monitoring time allocation with all activity is done.
- 12) Collecting students' work result.

c. Observation

- 1) Monitoring the teaching learning by using audio lingual method in teaching learning.
- 2) Recording the different activity is being.
- 3) Solve the problem in learning process and giving solution.

d. Reflection

- 1) Analyzing the weakness and progress when audio lingual method is done to determine the next planning activity.
- 2) Reflecting the audio lingual method that is used in teaching learning process.
- 3) Reflecting of teaching activity and student learning result.
- 4) Evaluating or interpreted the data gotten from the class.

B. Place of the Research

In research methodology, location of research is important to know. The researcher chooses SMP Negeri 4 BatangAngkola that is located in SorimadinginBatangAngkola. Around at the school student always great salute especially teacher and generally for guest. Then, students must be used long dresses about 10 cm from knee. Students have high discipline proven, every morning they always standing at center field early about fifteen minutes before enter to classroom because if there are student late, they must gather waste. The school field is quite clean.

C. Participants

Participants of the research are the students SMP Negeri 4 BatangAngkola Academic years 2013/2014, they are 72 students. They are divided into three classes VII A, VII B and VII C. Writer took only one class of them, they are students in VII B SMP Negeri 4 BatangAngkola Academic year 2013/2014 totally 22 students. Researcher chooses it because researcher found the problem in this class.

D. Instrumentations

Appropriate with the instrument of this research, researcher wanted to know the students' simple sentences mastery in simple sentence nominal. The ability of students to makes sentences like positive, negative, interrogative appropriate with simple present tense and simple past tense. Researcher makes the indicators as below. Simple present tense divides into:

1. Positive by using formula of tenses, using the auxiliary verb (is, am, are) appropriate with subject and using object or complement.

2. Negative by using formula of tenses, using the auxiliary verb (is, am, are) plus not appropriate with subject and using object or complement.
3. Interrogative by using formula of tenses, using the auxiliary verb (is, am, are) appropriate with subject and using object or complement.

Simple past tense divides into:

1. Positive by using formula of tenses, using the auxiliary verb (was/were) appropriate with subject and using object or complement.
2. Negative by using formula of tenses, using the auxiliary verb (was/were) plus not appropriate with subject and using object or complement.
3. Interrogative by using formula of tenses, using the auxiliary verb (was/were) appropriate with subject and using object or complement.

Collecting of the data in classroom action research are used main instrument and supporting instrument. Main instrument is researcher self and supporting instrument are observation, field note, interview and test. The instruments of collecting data used in this research are:

1. Interview

Researcher had been interviewed the students; it was to know the students' difficulties in simple sentences mastery. In this case, the interview gave a relation how the students' mastery in simple sentences and what were the difficulties for students in simple sentences mastery. This interview was one of the techniques of collecting data by doing oral interview in individual meeting.

2. Observation Checklist

The observation sheet use to collect data during teaching-learning process. On the other word, before going to field researcher has prepared observation sheet. It has purposed to make a lot easier. Researcher will observe students' activities during the teaching-learning process. So, data is gotten from student activities during teaching- learning process.

The researcher makes the observation checklist in the form 'yes' and 'no' answers. It is to give exact answers about the problems or class activity that researcher tries to investigate.

3. Field Note.

Field note is used to describe all have seen, felt and thought up during teaching simple present tense process especially teaching by audio lingual method. Besides, it is used to make a note of reflection result. Researcher will record students' attitude and all events good or negative instance that have effect to learning activities or learning outcomes during the teaching-learning process.

4. Test

Researcher will use writing test completing sentences, related with the instrument of this research, researcher wanted to know the students' simple sentences. The first cycle is to know students' mastery in simple sentences researcher use simple present tense in forms substitution drill, fill in the blank auxiliary (am/ is / are), fill in the blank transformation and restoration.

Second cycle researcher uses simple past tense, in forms substitution drill, fill in the blank auxiliary (was/were), fill in the blank transformation and restoration. In script the researcher make the indicators of test. The

researcher stated the total of test is item 20 items, and the score for each item is 5. It means that the totality of score for this test was 100. The researcher made the indicator of test as follow:

Table 1:
Indicators of the Test

Indicators	Sub Indicators	Items	Score
Simple sentences	Positive Negative Interrogative	20 x 5	100
Total			100

E. Technique of Collecting Data

In order to collect the data, the teacher introduces researcher to the students, then researcher starts to observe. Researcher takes notes about the activities during the teaching learning process. The notes include the teaching learning process. In qualitative research, data is collected by interview, testing and observing. The main data will be observed by field notes. It is used to describe data which is not unable to being counted or measured in an objectively and therefore subjective. The data is used to describe the situation in the classroom during the learning process by audio lingual method in the term if students, teacher and influential factors.

The data collection techniques here include: *The first* is Interview researcher will interview students; it is to know the students' difficulties in simple sentences mastery. In this case, the interview gave a relation how far the students' mastery in simple sentences and what were the difficulties for students in simple sentences.

This interview was one of the techniques of collecting data by doing oral interview in individual meeting.

The second observation which is the researcher observes students' activities during the teaching-learning process. *The third* is field note researcher will record students' attitude and all events good or negative instance that have effect to learning activities or learning outcomes during the teaching-learning process. *Finally*, test is used to take of the data students' simple sentences mastery. The test will be done by written test.

F. Validity of Data

Validity relates to the trustworthiness of the data. The data is said to be valid if it measures what it is intended to measure. The criteria of the validity for the research are suggested by some experts. In this research researcher uses the criteria for the validity of action research that was suggested by John Elliott and Clem Adelman, the criteria is triangulation.⁵ So, here the researcher wants to check the data by triangulation, the data come from interview, observation and field note technique, the last test for validating the trustworthiness of this research.

G. Techniques of Data Analysis

The data will be analyzed with the class teacher collaboratively. The researcher and the teacher analyzed the data to describe both the failure and the success of teaching learning process in the classroom. The following formula used to know the learning achievement every cycle, to know the improvement before and after the cycle.

⁵*Ibid.*, p. 228.

1. Researcher counted quantitative data by computing the score of writing test student. The formulation was in the following:⁶

$$X = \frac{\sum x}{n} \times 100 \%$$

Where:

X = the mean of the student.

$\sum x$ = the total scores.

N = the students' size.

Then, to get the class percentage which passes the KKM 70, researcher used the formula:⁷

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

Where:

P = the class percentage.

F = total percentage score

N = number of students

2. The analysis of qualitative research

Qualitative data is used to describe the situation during the teaching learning process. The process of data analysis involves making sense of the data and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the

⁶Sudjana, *Metode Statistika*, (Bandung: PT. Tarsito, 2002), p. 67.

⁷Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

data, and making an interpretation of the larger meaning of the data.⁸ The qualitative data is analyzed from observation sheet.

Finally, researcher will summarize qualitative data by six steps as suggested by Creswell as in the following:⁹

Steps 1: organizing and preparing the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information and reflecting on its overall meaning.

Steps 3: beginning detail analysis with a coding process it was organizing material into chunks before bringing meaning to those chunks. It involved taking data into categories and labeling those with a term (a term based on the actual language of the participant).

Steps 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involves a detail rendering of information about the notes. Then, researcher used this to generate categories. Beyond identifying the categories during the coding researcher built additional layers of complex analysis.

Steps 5: advancing how the description and categories are represented in the qualitative. These are discussion that mentions a chronology of events, the

⁸OrtrunZuber-Skerrit, *New Direction in Action Research*, (London: The Flamer Press, 1996), p. 190.

⁹John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publication, 2003), p. 190.

detailed discussion of several categories or inter connecting categories. Researcher used visuals or figure to convey descriptive information about participant in a table.

Steps 6: making interpretation or meaning of the data. It was researcher personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion based on the analysis of the data collected from the implementation of Audio Lingual Method to improve students' simple sentences mastery in two cycles. Related to the research findings, the data was attained from the teaching learning process and evaluation. One of the aims of giving an evaluation was to know how far the students mastered in simple sentences given in this action research.

A. Data Analysis

To find the degree of the students' achievement in each activity; from the cycle 1 to cycle 2, the score of each student was counted individually by using the following formula:

$$x = \frac{\sum x}{N} \times 100\%$$

Where:

\bar{X} = the mean of the student.

$\sum x$ = the total scores.

N = the students' size.

1. Students' Simple Sentences Mastery

The first cycle was conducted on Tuesday, 22 and Thursday 24 April 2014. It was followed by 22 students. In this activity, the Audio lingual method was introduced to the students. The topic used in this cycle was *Simple present*

Tense. The teacher was presenting a new dialogue, a conversation between two people.

a. Cycle 1 (one)

1) At the first meeting

At the first meeting, the teacher greeting to enter the classroom and the students responded together. The researcher stood facing the students and make introduction by using native language, researcher explained the purpose and the goals into their classroom. So that the relationship between teacher and students better. In this meeting, teacher showed three materials. They were transformation and intonation, substitution drill and fill in the blank auxiliary.

The class began by presenting a new dialog, a conversation between two people. The student known they would be expected to eventually memorize the dialog teacher was introducing. After teacher acted out the dialogue, teacher asked the students to listen carefully the conversation. Then the whole class repeated each lines of teacher dialog after teacher's model. It repeated after several times. Then, the teacher used repetition drill was taught the first material simple present tense.

After students repeated the dialog several times, teacher gave change to the student repeated simple present tense in form transformation and intonation. Where, teacher acted out the material that presented ten numbers of the items. Then, teacher read the sentence. All of the students was hear and then repeat the exercise

chorally. After them choral, teacher asked five students were repeat the exercise. For everyone teacher gave two items and students practiced the exercise by individually in front of the class one by one. After students have finished the exercise, teacher asked them in native language when they have any questions. Teacher asked the students if they have any questions. Teacher was answer their question by giving clear explanation. Since the students have no more questions, the teacher continued the material.

Furthermore in substitution drill, teacher presented ten items and began to learn. Teacher gave one example in substitution by the correct form. When the teacher practiced the exercise students listened carefully the exercise that done by the teacher. After teacher was read the sentence by the corrected form. All of the students was hear and then repeat the exercise chorally. After the whole class repeated each items of teacher model and then teacher ordered five students were practiced them by individually. After students have finished the exercise, teacher was ask them in native language when they have any questions. One of the students asked the teacher about substitution drill he said that he was still confused in the word in the parenthesis then teacher explained that the word in the parenthesis was named as auxiliary verb or helping verb. Then students chose one of them for made the correct form.

Afterwards, teacher continued fill in the blank auxiliary. In this session, teacher explained the purpose and objectives of the material will be achieved in the form fill in the blank auxiliary. By the manner teacher gave one example to the students then the students listened carefully. Teacher showed fifteen items in part three learning material. Teacher ordered five students for answered the exercise. For everyone teacher gave three items. After students have finished the exercise several times.

This first meeting was running well, but the students saw so shy, some of students false in pronunciation, made error in substitution and fill in the blank auxiliary, and the last some students did things that interfere with learning activity such teasing, noisy, in the classroom. Because of this situation, some students did not understand teachers' explanations about the lesson of simple sentences even some of them did not understand what teachers' command. So, that maximum learning achievement did not achieve.

2) At the Second Meeting and testing I

The second meeting, the teachers dressed and polite in accordance with the regulations of the school. Teacher entered the class with regards to opening and stood face to face lessons with students. The teacher explained the lesson and gave the students a simple command to raise the spirit and curiosity of students.

The class began by checking absence, then the teacher found there was not students absence in this meeting. Next teacher continued to the lesson. Teacher explained the purposes of student learning will be achieved at this meeting. Teacher improved the complexity of the task by showing two materials. They were restoration and fill in the blank transformation.

Transformation drill was followed by the restoration. However with fill in the blank transformation, students asked to change one type of sentence into another, an affirmative into negative and interrogative. Next restoration, students are given a sequence of words that have been culled from a sentence but still bear its basic meaning. He used these words with a minimum of changes and additions to restore the sentence to its original form. For the fill in the blank transformation teacher presented nine items to the students. First teacher gave one example and students listened carefully. After teacher pronounced in the correct form, teacher ordered three students came to in front of the class. Among three students just one could pronounce the sentence well and practice the exercise. Two from them could not. Students said that was so difficult. So teacher repeated the exercise again and asked the students to listen carefully and if they have any questions. Teacher will response their question by giving drill.

The activities to be performed by the students in the learning process conducted in accordance with the teacher's lesson

plans. Teacher showed fifteen items in part three learning material. Teacher ordered five students for answered the exercise. For everyone teacher gave three items. After students have finished the exercise several times. Teacher repeated nine items again with the correct form and after teacher students repeated chorally.

Finally in cycle one teacher increased students' mastery in simple sentences by restoration. Same with another, teacher done by repetition drill teacher ordered five students and then asked them to restore the words into the good sentences. Some of the students can arrange the word into the sentence.

At the second meeting, some of the students were very enthusiastic about taking lessons, but some students done things that can interfere with the learning process such a fuss and change seats. It reduced the level of success. So that teacher was more attentive to the students and immediately gave warning to the student.

After the teacher finished explaining the lesson the teacher instructed the students to close the learning material. Then the teacher was explain the exam process that teachers will take action command line similar to the pattern that was learned by 20item tests and the students wrote the name of the shown that teacher done. On the exam students were very enthusiastic and very serious attention.

Finally, to check the students' mastery in the first cycle, the researcher evaluated them by giving a test in the first cycle. There were

20 items in the form of fill in the blank auxiliary in simple present tense (am is are). The result of the first activity was that 8 students got 60; 4 students got 65; 5 students got 70; 3 students got 75; 2 students got 80. The result of the test 1 can be seen in the table below.

Table 2:
Result of test 1

No	Name	Total Score					%
		SD	FBA	FBT	RTS	Total	
1	RPA	5	5	0	3	13	65
2	SN	4	5	1	5	15	75
3	ZS	4	4	0	4	12	60
4	HT	5	5	2	5	16	80
5	FY	5	5	0	2	12	60
6	DR	5	3	1	1	13	65
7	AF	5	4	1	2	12	60
8	NR	5	5	2	2	14	70
9	SM	5	5	2	2	14	70
10	IRD	4	4	2	2	12	60
11	AN	5	5	2	2	14	70
12	AH	5	4	1	3	13	65
13	HA	4	3	3	2	12	60
14	SWH	4	4	4	3	15	75
15	AB	5	5	2	4	16	80
16	IM	4	3	3	4	14	70
17	AS	4	3	3	4	14	70
18	HS	5	5	1	2	13	65
19	AG	4	5	3	3	15	75
20	AJ	4	4	2	2	12	60
21	AAS	4	5	1	2	12	60
22	RSL	5	3	2	2	12	60
The number of students = 22							1475

$$\text{The average of the students} = \frac{\text{the total of percentage}}{\text{the number of students}}$$

$$X = \underline{1475\%}$$

22

$$X = 67,04\%$$

The average of students' result in the test 1 was 67,04 %. According to this result, the writer concludes that the students sufficiently known about constructing nominal sentences that presented in this action research, and some students still made mistakes when they performed some sentences given by the teacher. Therefore, treatments in each cycles are important to improve the students' result.

b. Cycle 2 (two)

1) At the third meeting

The second cycle was conducted on Tuesday, 29 and Thursday 2 May 2014. It was followed by 22 students. The first meeting in the second cycle, the teacher greeting to enter the classroom and the students responded together. learning activities continue as planned learning that has been previously prepared by the teacher. Some student from other class disturb students who were learning and they were goaded into doing a reply and activities learning not too serious and not full of wisdom, for teachers to overcome this situation by giving good advice to the students.

First, in this meeting, teacher showed three materials. They were transformation and intonation, substitution drill and fill in the blank auxiliary in the form simple past tense. The class began by presenting a new dialog was followed by transformation and intonation. Same with the cycle one the student would be expected to eventually memorize the

dialog teacher was introducing. After teacher acted out the dialogue, teacher asked the students to listen carefully the conversation. Then the whole class repeated each lines of teacher dialog after teacher model. It repeated after several times. Then the teacher used repetition drill was taught simple past tense.

After students repeated the dialog several times, teacher gave change to the student repeated simple past tense in form transformation and intonation. Where, teacher acted out the material that presented ten numbers of the items. Then, teacher read the sentence. All of the students was hear and then repeat the exercise chorally. After them choral, teacher asked five students were repeat the exercise. For everyone teacher gave two items and students practiced the exercise by individually in front of the class one by one. After students have finished the exercise, teacher asked them in when they have any questions. Teacher asked the students if they have any questions. Teacher was answer their question by giving clear explanation. Since the students have no more questions, the teacher continued the material.

Second, in substitution drill, teacher presented ten items and began to learn. Teacher gave one example in substitution by the correct form. When the teacher practiced the exercise students listened carefully the exercise that done by the teacher. After teacher was read the sentence by the corrected form. All of the students was hear and then repeat the exercise chorally. After the whole class repeated each

items of teacher model and then teacher ordered five students were practiced them by individually. After students have finished the exercise, teacher was ask them in native language when they have any questions. Since the students have no more questions, the teacher continued the material.

Third, teacher continued fill in the blank auxiliary. In this session, teacher explained the purpose and objectives of the material will be achieved in the form fill in the blank auxiliary. By the manner teacher gave one example to the students then the students listened carefully. Teacher showed fifteen items in part three learning material. Teacher ordered five students for answered the exercise. For everyone teacher gave three items. After students have finished the exercise several times.

2) At the fourth meeting and testing 2

The fourth meetings in the second cycle, teachers and students already have a good relationship. So that teachers instruct students to perform learning activities that hygiene more comfortable and enjoyable. This activity took time and lasts about 10 minutes regularly.

At this meeting this teacher gives the same explanation that there will be a test of the previous lesson but the teacher gave lessons on the simple sentence in past tense with a simple and easy to understand students.

Then the teacher opened the lesson with greetings immediately. Teachers began lessons with a question and answer session. Many students were asked about the lessons have been learned previously. From the question given by students, the teacher opened the lesson with explanations as possible to facilitate students in understanding the lesson.

Such activity went well until another teacher came into class, 1 student calling for the teacher's office; this makes noisier and uncontrollable students. Until the teacher done to calm the situation, it passed the learning process continued without being followed by students called earlier. Although once students return to their studied seriously and critique partner about how to arrange the words into the good sentences and how to change sentence from positive to negative and interrogative.

Even though a lot of disruption of the learning process was not overly diminish the seriousness of the students in the study because they stay motivated and did not want to miss any explanation from the teacher. This made the learning outcomes of students better than ever.

At the testing in second cycle, the teacher explained the students will be done at the meeting. Teachers made an announcement to the students that this meeting was the last meeting in teaching and learning. It made students look sad but the teacher gave directly encouragement encouraging student learning.

On the exam, students were very serious to show their ability in mastering the simple sentence instruction. State of the exam grade was very quiet and was progressing well. The results obtained are also very good and has improved repetition of the first test.

At each meeting, the teacher explained each lessons according to the lesson plan in order to obtain better results. Lesson plan that have been prepared well in advance executed well too so time spent to opening lesson, explaining the lesson and gave conclusions in time.

Finally, to check the students' ability in this second cycle, the researcher evaluated them by giving a test in the second cycle. There were 20 items in the form of simple sentences in simple past tense (was/were). The result of the second test was that 2 students got 65; 5 students got 70; 6 students got 75; 6 students got 80; 1 student got 85; 1 student got 90; 1 student got 95. The result of the test 2 can be seen in the table below.

Table 3:
Result of test 2

No	Name	Total Score					%
		SD	FBA	FBT	RTS	Total	
1	RPA	5	5	2	3	15	75
2	SN	4	5	2	5	16	80
3	ZS	4	4	3	4	15	75
4	HT	5	5	3	5	18	90
5	FY	5	5	2	2	14	70
6	DR	5	4	3	2	14	70
7	AF	5	4	2	3	14	70
8	NR	5	5	3	3	16	80
9	SM	5	5	2	3	15	75

10	IRD	5	5	2	4	16	80
11	AN	5	5	1	2	13	65
12	AH	5	4	2	3	14	70
13	HA	5	5	3	3	16	80
14	SWH	5	5	4	5	19	95
15	AB	5	5	3	4	17	85
16	IM	5	5	2	4	16	80
17	AS	5	3	3	4	15	70
18	HS	5	5	4	2	16	80
19	AG	5	5	2	3	15	75
20	AJ	5	5	2	3	15	75
21	AAS	4	4	3	4	15	75
22	RSL	5	3	2	2	13	65
The number of students = 22							1680

$$\text{The average of the students} = \frac{\text{the total of percentage}}{\text{the number of students}}$$

$$X = \frac{1680\%}{22}$$

$$X = 76,36\%$$

2. The Students' Achievement Score in Learning Simple Sentences by Using Audio Lingual Method in Cycle I and Cycle 2

The data on students' achievement score were obtained from students' score in cycle 1 and cycle 2. The students' score test in cycle 1 and score test in cycle 2 are illustrated into a table as following:

Table 4:
The Comparative between testing I and 2

No	Name of students	Test in cycle 1	Test in cycle 2
1	RPA	65	75
2	SN	75	80
3	ZS	60	75
4	HT	80	90

5	FY	60	70
6	DR	65	70
7	AF	60	70
8	NR	70	80
9	SM	70	75
10	IRD	60	80
11	AN	70	70
12	AH	65	65
13	HA	60	80
14	SWH	75	95
15	AB	80	85
16	IM	70	80
17	AS	70	70
18	HS	65	80
19	AG	75	75
20	AJ	60	75
21	AAS	60	75
22	RSL	60	65
	Mean	1475	1680

Based on the table of the students' score test in cycle 1 and score test in cycle 2, researcher would like to give some explanations. In cycle 1, after getting students' score researcher analysis the data in order to know the result in cycle 1. First of all, researcher wanted to know the means score of the test. The average of students' result in the test 1 was 67, 04. According to this result, the researcher concludes that the first result the students have improved from lack of knowledge about simple sentences that presented in this action research. Then, to know percentage of students who passed the KKM. Researcher used the calculation as following.

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

$$P = \frac{10}{22} \times 100\%$$

$$P = 45, 45\%$$

From that computation, the class percentage which passed the KKM was score 45, 45%. It was significant that in the cycle 1 of classroom action research there were 10 students who passed the KKM.

After the first cycle was completed and writer found some problems that exist in the cycle. The writer tried to resolve these issues to get better results. Students were more comfortable with the method the writer used especially after a few meetings in the previous cycle.

In cycle 2, researcher used the same ways to know the mean score of test in cycle 2, and students' improvement which passed the KKM score. The calculations showed that the mean score for the test in cycle 2 was 76, 36. It showed that the students' improvement scores from the mean score of test in cycle 1 (67, 04). Then, to know percentage of students who passed the KKM. Researcher used the calculation as following.

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

$$P = \frac{20}{22} \times 100\%$$

$$P = 90, 90\%$$

From the calculation, the class percentage which passed the KKM was score 90, 90%. It was significant improvement percentage from the test in cycle 1 was 45, 45% (90, 90 - 45, 45). Test in cycle 2, all of students passed the KKM score. This was shown a very good improvement between scores on the first cycle and the second. So the study said quite gets satisfactory results. On the other word, Audio Lingual

Method improved the students' mastery in simple sentences. It was indicated by a number of students who passed the KKM score.

3. The Influencing Factors of Students' Simple Sentences Mastery

a. Intrinsic factors in cycle 1 about is/am/are

1) Positive sentences

There were 5 students have problems in positive sentence (is/am/are). The first problem came from substitution and fill in the blank auxiliary material. Five students did not put an exact auxiliary for the subject (you, they, we) and (she, he, it). Later, the use of is or are in singular and plural. Then, if the subject in interrogative sentence was you, students were answered by the subject you again in positive form, also if the subject name of the person, things or place students did not change them into the personal pronoun in short answer and all of students were wrong in using personal pronoun (as object). Quite a lot of problems that arise from the students. So, students who were really serious would be bothered to follow the lessons learned and the results would be not good.

Based on the above problems the factors that influence students' problem were the first the less response and belittle toward the matter. Second, students did not know sentence element in English in other words they did not know where the word has function as subject and where for the verb. Third, students often confuse about the form of short answer and long answer. Especially for the problem that did not change you subject in interrogative, became I in positive sentence it causes students very focus on

the name subject before. In addition, students did not understand the aim of the sentence. It can be concluded that the factors that influences students' problem were students less response toward the matter, students' did not know sentence element well and they were still confuse about nominal sentence.

Based on the interview 5 students, researcher found the problems. The first, student was IrhamHasibuan, he said that he did not memorize auxiliary (is/am/are) each personal pronoun.¹ Researcher asked him why you did not remember. He said that he forgot after finish the lesson and there was no effort to study at home. The second, Ahmad Bashir said that he did not know where the singular and plural, so he was guess to answer the question.² The third, Amiruihan said that he was confused about the changing of the subject in interrogative to positive sentences.³ The fourth student was Handika, he said that he did not know about personal pronoun because he dislike English subject.⁴ The last Aman said that he did not understand the aim of the sentence.⁵ From the students' interview students' problem were did not memorize auxiliary (is/am/are) each personal pronoun, they less in singular plural in determine is/are and they did not understand the aim of the sentence.

pm. ¹IrhamHasibuan, *Interview* SMP Negeri 4 Batang Angkola, at April 24th 2014 retrieved on 12.20

²Ahmad Bashir, *Ibid.*,

³Amiruihan, *Ibid.*,

⁴Handika, *Ibid.*,

⁵Aman, *Ibid.*,

Based on the factors that influence and interview students above researcher would like to solve the problem. In positive sentence, after researcher listened and found that the students false in personal pronoun first in used you subject, teacher explain them if someone asked you something example are you hungry Bob? What you still answer with yes you are hungry or yes I am. I am hungry. Automatically the subject became different from you get I. Also if the subject name of the person, things or place, you (students) must change them into I, you, they we, she, he or it. For the example Dhani was a nurse yes she was. Dhani was a nurse. Dhani became she in short answer. In summary, to solve the students' problem in positive sentence were teacher show the example of correct form, explain students the use of is/ are for the singular and plural and Researcher orders two students made the dialog in Indonesia and refer it into the matter.

2) Negative Sentences

There was no significant problem but researcher found there were 2 students have problems in negative sentence (is/am/are), they often forgotten to put not after auxiliary. Another, students put not after subject. In the learning process and when the teacher asked the question and made the explanation if there was. Since the students have no more questions. In conclusion, students' problems were students did not put not after auxiliary and they put not after subject.

Based on the above problems the factors that influence students' problem were the first students feel uncertain to put Not after auxiliary or after subject. Next, student was not concentration when the teaching learning process and belittle toward the matter. There were some students who did not understand this lesson because when the teacher explains that students did not understand what being switched his attention to interference coming from inside or outside interference. So, the factors influence students' problems were the first students feel uncertain to put Not after auxiliary or after subject.

Based on the interview 2 students, researcher found the problems. The first was ZuhroSiagian, he said that he always forget to put did because he wrote negative sentence with follow the positive sentence and it cause imitate his friend.⁶ The second student was HelmiTursina, she said that she feel uncertain to put Not after auxiliary or after subject.⁷ In conclusion, students wrote the negative sentence with follow the positive sentence and it cause imitate friend.

Based on the factors that influence and interview students above researcher would like to solve the problem in negative sentence, for negative cause teacher was only remember students so that forgot to put not after auxiliary. It can be concluded, to solve students' problem was

⁶ZuhroSiagian, *Ibid.*,

⁷HelmiTursina, *Ibid.*,

teacher was only remember students so that forgot to put not after auxiliary.

3) Interrogative Sentences

There were 4 students have problems in interrogative sentence (is/am/are). The first, if the subject in positive sentence was we and I, students answered by it subject again. Another, some of students false in possessive pronoun and they put auxiliary was not the first word. Also, the use of is or are in singular and plural. So, students' problem was some of students' errors in interrogative sentence.

Based on the above problems the factors that influence students' problem were the first for the problem that did not change you subject in interrogative, became I in positive sentence it cause student very focus on the name subject before. In addition, students did not understand the aim of the sentence. Then, for the case possessive pronoun, students did not know possessive pronoun. Next, for the errors in is /are because when the teaching learning processes some of student was not concentration and belittle toward the matter and noisy in the class. In summary, students did not understand the aim of the sentence.

Based on the interview 4 students, researcher found the problems. Researcher was interview students. The first was Ali Sakti, said that he was confused about the changing of the subject in positive sentence was we

and I became you in interrogative sentences.⁸ The second student was Ahmad Gulam, he said that in fill in the blank auxiliary she did not know what the sentences indicated singular and plural so she guess to answer the question.⁹ Then, Amiruihan said that actually he dislike English subject and fell bored when he learn English.¹⁰ The last Zuhro said that it causes he was very focus on the name subject before and he did not understand the aim of the sentence.¹¹ So can be concluding, some of students dislike English subject.

Based on the factors that influence and interview students above researcher would like to solve students' problems in interrogative sentence, teacher taught those again about possessive adjective and it help them to remember again they learn in previous with their teacher, further for some of students which forgot to put auxiliary at the first word in interrogative sentence, teacher remember it again. The problems rises can be seen in the table below;

⁸Ali Sakti, *Ibid.*,

⁹Ahmad Gulam, *Ibid.*,

¹⁰Amiruihan, *Ibid.*,

¹¹Zuhro, *Ibid.*,

Table 5:
Problems rises in cycle 1 (one)

Problems	Solving
Positive sentence	
Five students did not put an exact is/am/are for the subject. The use of is/are in singular plural. Personal Pronoun in short answers. The alteration of subject in interrogative to positive.	Gave the examples of positive sentence. Explain students the use of is/ are in sentences Give the example about personal pronoun. Made the dialogue model
Negative sentence	
Forgot put not after is/am/are and put auxiliary after subject.	Teacher was only remembering students so that forgot to put not after is /am/are.
Interrogative sentence	
The alteration of subject in interrogative to positive. Student was not careful to put is/am/are well. About Possessive Adjective. Some of students put is/am/are did not the first word.	Teacher taught those again. For some of students which forgot to put auxiliary at the first word in interrogative sentence, teacher remembering it again.

b. Extrinsic factors

- 1) Students seenso shy, it was because the first time to study with a new teacher. These made them not serious in the learning process then teachers made introductions beforehand to make the learning process better.
- 2) During the learning process students sometimes noisy or bullying other students in the class who were learning. So, students who were really serious would be bothered to follow the lessons learned and the results

would be no good. The problem that arises is that noisier students in the classroom. It is common to students at other schools. Students will make noisier and the learning achievements were not achieved. When student's noisier teacher gave a warning to them and they will be quiet for a few minutes, but the researcher was trying to do something different with the usual way to solve this problem. Researcher gave them advice on the importance of learning for them. This gave a pretty good effect and the students feel at ease with this.

- 3) They have a problem with pronouncing each of the examples given by the researcher. To solve the problem was repeated of words or sentence again and again. It really helps students to pronounce the sentence.
- 4) Teaching process often in laboratory, the classroom as the place to the research used as a practice dance. The researcher advises them so that they did not touch everything that not related to the learning. It was very good for students because it will train them to be concentrate. It can be seen by the table as below:

Table 6:
Problem Solving in extrinsic factors

Problems	Solving
Students keep noise in the classroom. Students seen so shy in the learning process. Student permission to toilet. Pronouncing each of the examples given by the researcher. Teaching process often in laboratory, the classroom.	The researcher tried with the spirit. Repeated of words or sentence again and again. The researcher advises them so that they did not touch everything that not related to the learning.

c. Intrinsic factors in cycle 2 (two) was/were

1) Positive sentences

There were 2 students have problems in positive sentence (was/were). The first problem was did not put an exact auxiliary for the subject. Later, the use of was /were in singular and plural. The factors that influence students' problem were the first the less response and belittle toward the matter. Second, often students were not careful about the use of was /were in sentence. It can be concluded that they have problem in positive sentence.

Based on the interview 2 students, researcher found the problems. The first, student was Amiruihan, he said that he did not memorize auxiliary (was/were) each personal pronoun.¹² Researcher asked him why you did not remember. He said that he forgot after finish the lesson and there was no effort to study at home. The second, Ahmad said that he did not know where put was and were, so he was guess to answer the question.¹³ So, students did not memorize auxiliary (was/were) each personal pronoun.

Based on the factors that influence and interview students above researcher would like to solve the problem, in positive sentence teacher reread the example and show them the correct subjects about was/were in sentence.

¹² Amiruihan, *Interview* SMP Negeri 4 Batang Angkola, at April 29th 2014 retrieved on 10. 30am.

¹³ Ahmad, *Ibid.*,

2) Negative Sentences

There was no significant problem but researcher found there was 1 student has problem in negative sentence (was/were), he put not again after subject. The factors that influence students' problem were the first students feel uncertain to put Not after auxiliary or after subject. It caused he was not concentration when the teaching learning process in cycle one.

Based on the interview 1 student, researcher found the problems. Students' name was Andi Naro, he said that he forget to put did because he feel uncertain to put Not after auxiliary or after subject he was not concentration when the teaching learning process in cycle one.¹⁴

Based on the factors that influence and interview student above researcher would like to solve the problem in negative sentences, for negative cause teacher was only remember students so that forgot to put not after auxiliary and advice him that the learn was importance.

3) Interrogative Sentences

There was 1 student has problem in interrogative sentence (was/were). Researcher found that she made to be after subject it should in front of the subject. The factors that influence students' problem were the she did not understand the formula of interrogative sentence. From the interview student researcher found the problems. The result of the interview was Fitri Aini, said that she did not know about sentence

¹⁴ Andi Naro, *Ibid.*,

formula.¹⁵Based on the factors that influence and interview students above researcher would like to solve students' problems in interrogative sentence, teacher taught those again about interrogative sentence and it help her to remember again they learn in previous with their teacher. The problems rises can be seen in the table below;

Table 7:
Problems rises in cycle 2 (two)

Problems	Solving
Positive sentence	
Two students did not put an exact was/were for the subject. The use of was/were.	Show the examples. Explain students the use of was/were.
Negative sentence	
Forgot put not after was/were and put auxiliary after subject.	Teacher was only remembering students so that forgot to put not after auxiliary.
Interrogative sentence	
Student put was/were after subject.	Teacher remembering it again and gave punishment.

d. Extrinsic factors

- 1) After conducted research in the third meeting, the next problem was a dirty class that can interfere with students' learning. The classroom as the place to the research was very dirty, so researchers spend enough time to resolve this problem. Researcher advised them to throw garbage into the trash. It was very good for students because it will train them to be disciplined.

¹⁵Fitri Aini, *Ibid.*,

- 2) At the next meeting, students keep noise in the classroom. Researcher was useless to solve the same problem in the same way. So, researcher tried with the spirit. It made students into the learning by making students become active in models of learning process. Sometimes, the examples of lessons given by the researcher related to their daily lives. So that students felt happy with this learning process, and the noise did not happen again. It can be seen from the table below:

Table 8:
Problem Solving in extrinsic factors

Problems	Solving
Student permission. Dirty class.	Researcher advised them to throw garbage into the trash.
2 students were noise.	Advice them and making active learning

B. Discussion

This part presents the discussion of comparative the finding of this research with related findings. The findings of this research were Audio Lingual Method can improve students' simple sentences; it can be seen from interpretation of the test result. Test in cycle one, the students mean score was 67, 04. Then, researcher got the mean score at the test in cycle 2 was 76, 36. Next, A Thesis of Erna Fatmawati "*Teaching Simple Past Tense through Audio Lingual Method*". there is positive significant different between the teaching simple past tense by using Audio Lingual Method and Grammar Translation Method. It can be seen from means score of the two classes, mean of the class with Audio Lingual Method was 70 and mean of the class with Grammar Translation Method was 65. Further, the research about simple past tense had been done by Mutiara Fani that was "*The Effectiveness of Using*

Audio-Lingual Method in Teaching the Simple Past Tense". This research explains about the application of Audio-Lingual Method in teaching simple past tense. In fact, the result of the analysis of interpretation the data shows that teaching simple past tense become more effective by using Audio-Lingual Method. It can be seen from means score of the two classes, mean of the class with Audio Lingual Method was 75 and mean of the class with Contextual Teaching Learning was 65. Another, A Thesis of Sati Astuti "*The Effectiveness of using Audio Lingual Method in Improving Speaking Ability*". The kind of research is an experimental research. According to the result of the pre-test, post-test and the hypothesis of the test, the mean of pre-test score of the students was 57, 27 according to the table of achievement it is at the level of poor. The means of the post-test score is 65, 32 and according to the table of achievement it is at the level of fair. According to the mean both of tests, the mean of the post-test is higher than the pre-test. According to this research has the significant level improvement between two tests in cycle 1 and test in cycle 2 were 9, 32%. Likewise, a finding of Erna Fatmawati, it can be summarized that by using t-test at the level of significance was 5%. Then, Mutiara Fani has found that by using t-test at the level of significance was 10%. In addition, Sati Astuti was also found that the result of the pre-test and post-test was 8, 05%. So, based on the explanation above researcher concluded that there was improvement by using Audio Lingual Method.

After discussed the score each research, writer continue to the problems arises as long as research conducted. In this research has students' problems in intrinsic and extrinsic factors, the first in intrinsic factors it was about positive,

negative and interrogative sentence. In positive sentence is/ am/ are there were five students did not put an exact is/am/are for the subject. The use of is/are in singular plural. Personal Pronoun in short answers. The alteration of subject in interrogative to positive and in negative sentence, students still forgot put not after is/am/are and they put is/am/are after subject. In interrogative sentence, some of students put is/am/are did not the first word.

In extrinsic factors, there were some problems. They were students keep noise in the classroom, students seen so shy in the learning process, student permission to toilet. They have a problem with pronounce each of the examples given by researcher. Teaching process often in laboratory, it caused the classroom as the place to the research used of teacher as a practice dance for the ninth grade.

Intrinsic factors in positive, negative and interrogative in cycle two There were 2 students have problems in positive sentence (was/were). The first problem was did not put an exact auxiliary for the subject. Later, the use of was /were in singular and plural. The factors that influence students' problem were the first the less response and belittle toward the matter. Second, often students were not careful about the use of was /were in sentence.

In negative sentence, he put not again after subject. The factors that influence students' problem were the first students feel uncertain to put Not after auxiliary or after subject. In interrogative sentence students put not again after subject, and the factors that influence students' problem were the first students feel uncertain to put Not after auxiliary or after subject.

Next, extrinsic factors in cycle two there were some problems. They were students keep noise in the classroom. Student permission to toilet and they have a problem with pronounce each of the examples given by researcher. Teaching process often in laboratory, it caused the classroom as the place to the research used of teacher as a practice dance for the ninth grade.

Erna Fatmawati found the problems were students' difficulties in understanding English Language because lack of the knowledge of grammar, students' difficulties in understanding the rules of the grammar in the sentence and students' difficulties in using the English grammar in the sentence. Mutiara Fani has found the problems were generally students still frequently made some mistakes in applying simple past form; students are influenced with the general formula of simple present and some students think that learning simple past tense seems probably a boring subject. Sati Astuti has found that the students always get many difficulties and the teacher also get many difficulties within teaching speaking. It can be concluded that there were different problems found by each the researchers as well as from the extrinsic or intrinsic factors.

After discussed students' problem, writer would like to put the factors influences students' problems were the first the less response and belittle toward the matter. Second, students did not know sentence element in English in other word they did not know where the word has function as subject and where for the verb. Third, students often confuse about the form of short answer and long answer. Especially for the problem that did not change you subject in interrogative, became I in positive sentence it cause students very focus on the name subject before. In

addition, students did not understand the aim of the sentence. It can be concluded that the factors that influences students' problem were students less response toward the matter, students' did not know sentence element well and they were still confuse about nominal sentence. Erna Fatmawati found that for some students studying were uninteresting subject during learning process, moreover students try to avoid them because it is confusing and hard to understand. They have to memorize important grammatical rules such tenses in this case they have to be able to distinguish the form of the verb and usage. Mutiara Fani has found the influences factors was the teacher did not give students opportunity to be active in the class. Once they practiced, they made a sentence which is not meaningfully. Sati Astuti has found that speaking maybe difficult for the students because learning English as a foreign language is different things to do for the most students. In learning English they will certainly finds element which are not found in their mother tongue which has already been establish in their mind. Based on the explanation above researcher concluded that there were different factors found by each the researchers in their research.

Table 9: Discussion

Discussion	Nur saidah (CAR)	Erna (Experimental Research)	Mutiara (Experimental Research)	Sati Astuti (Experimental Research)
Score %				
71,14 and 78,41	√			
65 and 70		√		
65 and 75			√	
57,27 and 65,32				√
Problems				
Students' problems were about is/am/are and was/were in positive, negative and interrogative sentences.	√			
Students lack knowledge of grammar.		√		
Students made some mistakes in applying simple past form.			√	
Students get many difficulties in speaking.				√
Factors				
Less response and belittle toward the matter.	√			
English was uninteresting subject for the students.		√		
Simple past tense was a boring subject.			√	
English as foreign language was different things to do for the students.				√

CHAPTER V

THE CONCLUSIONS AND SUGGESTION

After presenting the finding and the discussion in the previous chapter, the researcher will draw the conclusion and offer some suggestions based on the research that was done at the seventh grade SMP Negeri 4 BatangAngkola.

A. Conclusions

Based on the result of the analysis in the previous chapter, the writer concludes that:

1. The quantitative analysis, it is derived from the test result. The average of students' result at the first cycle of classroom action was 67, 04 and the average of students' result at the second cycle of classroom action was 76, 36. This is shown very good improvement between scores on the first cycle and the second cycle. In addition, hypothesis of this research could be exceptive.
2. After conducting the research, the writer concludes that the there were two factors influences students simple sentences mastery were intrinsic factors and extrinsic factors. The factors as below:
 - a. The intrinsic factors were the use of is/am/are/ and was/were in positive, negative and interrogative sentences. To solve the problems researcher made the dialogue model,gave the examples of positive sentence andexplain students the use of is/ are and was/were in sentences.
 - b. The extrinsic factors such students were noise in the classroom, students seen so shyin the learning process, student was permission to the toilet and

the dirty class. To solve the problems researcher tried with the spirit, researcher advised them to throw garbage into the trash.

B. Suggestion

Based on the conclusion that has been mention above, writer would like to give some suggestions. Those suggestions are addressed to the English teacher, students and to the future researchers.

1. For the teacher, as an English teacher should be selective in choosing the materials especially in grammar aspect of tense and teacher should be also creative in connecting the material to the students, because material is one of the intrinsic factors which can motivate students to learn joyfully.
2. For the students must follow the procedure of learning method.
3. For the future researchers, Audio Lingual Method can be applied in other tenses or sentences, for example in future tense. Students will be interested if the lesson that they learn can be oral and done together so can make active learning. Hopefully, there will be further research to implement Audio Lingual Method in other kinds of tenses or sentences.

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