



**THE EFFECT OF AUDIO-LINGUAL METHOD ON  
SPEAKING ABILITY AT VIII GRADE SMP IT DARUL**

**HASAN**

**A THESIS**

*Submitted to Padangsidempuan State Islamic University  
as a Partial Fulfillment of the Requirement for the Graduate  
Degree of Education (S.Pd) in English*

**Written by**

**NUR SAFITRI SIMANJUNTAK**  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2022**



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## LETTER AGREEMENT

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Item : 7 (seven) Exemplers

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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Nur Safitri Simanjuntak, entitled "**The Effect of Audio-Lingual Method on Speaking Ability At VIII Grade SMP IT Darul Hasan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

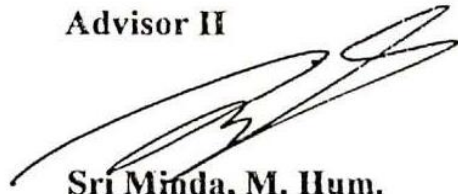
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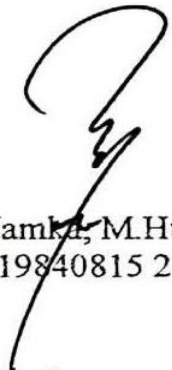
  
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Hasan**

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Speaking Ability at VIII Grade SMP IT Darul  
Hasan

### **ABSTRACT**

The researcher described about low speaking ability, it was solved by audio-lingual method. The problems of student in speaking ware :many student still cannot speak English in the classroom because they seldom used English, the students felt confused to say English vocabulary and they felt difficult to say sentences correctly, because writing and pronouncing ware differences , the last the student are less confident in speaking English. This research has three formulations of the problem, they were how the students' speaking ability before using audio-lingual method is, how the students' speaking ability after using audio-lingual method is , there is any significant effect of audio-lingual method on speaking ability at VIII grade SMP IT Darul Hasan or not. The purpose of this research ware to know the students' speaking ability before using audio-lingual method, to describe the students' speaking ability after using audio-lingual method , to examine whater is or no significant effect of audio-lingual method on speaking ability at VIII grade SMP IT Darul Hasan.

The method that used in this research was experimental research. The sample taken from two classrooms by using total sampling techniques, they ware VIII-C and VIII-D. There were 30 students in the classroom and total sampling was 60 students. There were conducting normality and homogeneity test. The data was derived from pre test and post test. To analysis the data, this research used t test formula.

After analyzing the data, the researcher found that mean score of experimental class in post test 65.1 Than in post test 59.99. The effect of audio-lingual method on speaking ability at VIII grade SMP IT Darul hasan was 2.38 where t count >t table (2.38>1.671), it meant that hypothesis Ha was accepted and Ho was rejected, so it showed that there was a significant effect of audio-lingual method on speaking ability at VIII grade SMP IT Darul hasan.

**Key word** : *Audio-lingual method, Speaking Ability*

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**Judul Skripsi** : Pengaruh Metode Audio-lingual Terhadap Kemampuan Berbicara Siswa Kelas Delapan SMP IT Darul Hasan

### ABSTRAK

Peneliti menjelaskan tentang rendahnya penguasaan berbicara siswa terutama pada metode audio-lingual. Masalah siswa dalam berbicara adalah :banyak siswa belum bisa berbicara bahasa Inggris di dalam kelas, karena siswa tidak terbiasa menggunakan bahasa Inggris, siswa juga masih bingung untuk mengucapkan vocabulary dan mereka merasa sulit untuk mengucapkan kalimat dengan benar karena berbeda dalam tulisan dan pengucapan dan yang terakhir siswa tidak percaya diri dalam berbicara bahasa Inggris.

penelitian ini memiliki tiga formulasi masalah, yaitu bagaimana kemampuan berbicara siswa sebelum menggunakan audio-lingual method, bagaimana kemampuan berbicara siswa sesudah menggunakan audio-lingual method,apakah ada pengaruh signifikan dalam berbicara menggunakan audio-lingual method siswa kelas VIII SMP IT Darul Hasan. Tujuan dari penelitian adalah untuk mengetahui kemampuan berbicara sebelum menggunakan audio-lingual method, untuk mengetahui kemampuan berbicara siswa sesudah menggunakan audio-lingual method, untuk memeriksa ada atau tidak ada efek yang signifikan dari penggunaan audio-lingual method terhadap kemampuan berbicara siswa kelas delapan SMP IT Darul Hasan.

Metode yang digunakan dalam penelitian ini adalah penelitian eksperimental. Sampel mengambil dua ruang kelas dengan menggunakan teknik total sampling. Ruang kelas adalah VIII-C dan VIII-D . Setiap kelas terdiri dari 30 siswa. Dilakukan uji normalitas dan homogenitas . Data diperoleh dari pre test dan post test. Untuk menganalisis data, penelitian ini merumuskan T-test.

Setelah menggunakan data, penelitian menemukan bahwa rata-rata kelas eksperimen pada post test 65.1. Buktinya 9.7 dan rata-rata kelas control class pada post test 59.99. Pengaruh audio-lingual method terhadap kemampuan berbicara siswa kelas delapan SMP IT Darul Hasan sebesar 2.38. Dimana  $t_{count} > t_{table}$  ( $2.38 > 1.671$ ) artinya hipotesis  $H_a$  diterima dan hipotesis  $H_o$  ditolak. Jadi data tersebut menunjukkan adanya pengaruh yang signifikan dari audio-lingual method terhadap kemampuan berbicara siswa kelas VIII SMP IT Darul Hasan.

Kata kunci : Audio-lingual method ,Kemampuan berbicara

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, Januari 2022  
Researcher

**NUR SAFITRI SIMANJUNTAK**  
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## CHAPTER I

### INTRODUCTION

#### A. The Background of Problem

Speaking is one of those skills that most often people used to do the communication with other people around them. Speaking was not only like pronouncing word in language but also like system. System meant there are rules in it, how to pronounce some words and convey something to other people.

Speaking is the most important skill in English language, to be mastered in school. Through the students learned how to speak easier because there are teachers and friends who can be their facilitators and pairs to practice English. Because many of students did not know how to practice, students did not speak well as a good speaker. Students still confuse how to be a good speaker.

Speaking is the second skills among the four skills that should be comprehended by the people chronologically in their life. States that art of speaking is the single most important aspect of learning second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. The speaking is the important things to do communication each other.

The audio-lingual method is another way of teaching used in teaching foreign languages. Audio-lingual method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing.<sup>1</sup> The audio-lingual method can be traced back to the language program divided in America during the second world war . It is focus was on the learner's ability to gain communicates skills required in everyday discourse, particularly the skill listening and speaking in the target language.

Audio-lingual method represents a major step in language teaching methodology that still aimed squarely at communicative competence. Audio-lingual method appeared as a reaction to the grammar-translation method, which did not prepare people to use the target language for communicative purposes as it focused on the writing abilities at the expense of the speaking abilities.<sup>2</sup>

Moreover being able to use the target language communicatively is the goal of this method. Therefore students needed to learn the target language, to learn and used it automatically without stopping to think by forming new habits in the target language and overcoming the old habits

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<sup>1</sup> Eda Maaliah et al., "Using Audio-Lingual Method to Improve The Students' Speaking Skill," *Jurnal Bahasa Inggris* ,Terapan 3, no. 1 ,2017, p.45–59.

<sup>2</sup> Douglas Brown, *Language Assessment Priciples and Classroom* (San Francisco State Univesity, 2004), p.23.

of native language.<sup>3</sup> The students can speak as well the native speaker automatically.

SMP IT Darul Hasan is a school that Islamic school, SMP IT Darul Hasan like a boarding school because there are dormitory, but not to all of students just for who wanted to live at dormitory, and if students have lived at dormitory, students did not leave it until graduations, because it was the agreement before joint with SMP IT Darul Hasan.

Speaking skill is taught to the students in order to be able to use English in the real communication. But based on the pre observation that was conducted while doing interview the English teacher in SMP IT Darul Hasan, who teaches English there (Ms. LS) she said that for many students speaking is also difficult to be mastered. There some factors that made it difficult to be learned. It is caused by some factors, during pandemic Covid-19 the students never learning about English lesson in the classroom, mother language, social culture, and students still low in speaking, grammar and vocabulary, so that made the students difficult to be mastered.<sup>4</sup>

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<sup>3</sup> Nagaraj Geethe, *English Language Teaching: Approaches, Method, and Tehniques*, (Delhi: Sangam Books, 1996), p.79

<sup>4</sup> Laila Sari, *Private Interview to The English Teacher of SMP IT Darul Hasan Padangsidempuan*, (Padangsidempuan, Agustus 02, 2021).

The teacher has used demonstrate strategy in the speaking class. The students only learning in speaking class and the teacher only focused to give the material. So the student was done practice in the classroom.

Advantages of used audio-lingual method, according to Larsen-Freeman in Anna Fauziah the advantages of used audio-Lingual method, learners are able speaking the target language communicatively. Learners easy to get the point from the lesson, learners are able to give correct response directly.

Disadvantages of used audio-lingual method, since the aim of the method is speaking ability, teaching though the audio-lingual method language learners will spend most of time for speaking.<sup>5</sup> Techniques of memorization and drilling can become tedious and boring, The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside. Real conversation is difficult to achieve in the classroom because the time to develop it is limit. Conversation involves a free, spontaneous discussion by two or more persons of any topic of common interest. Speaking ability is the most difficult phase of foreign language to teach and to acquire. It is difficult to teach because it requires unusual resourcefulness, ability, and energy on than part of the teacher.

Netty Herawati find out the research about audio-lingual method as method in improving speaking ability of second semester of English department students of Unrika. This research was quantitative research. This studied can be classified in to quasi-experimental method. The

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<sup>5</sup> Anna Fauziah, "Teach Pronunciation By Using ( A Case Study At Fifth Year Students Of SDN Bidaracina 01 Pagi Jakarta Timur ) English Education Department Tarbiya And Teachers ' Training Faculty State Islamic University," 2008, p.22.

design used in an intact group pretest-post test design that involves a group of student who belongs to control group.<sup>6</sup>

Purwita Anggraeni find out of his research audio-lingual teaching as an alternative method in teaching speaking an action research given to the of the first year students of SMP Negeri 2 Pematang In the academic year 2006/2007 an action research. The writer suggests that the audio-lingual teaching method is one of the effective method as to increase students' enthusiasm in learning English. This result hopefully would motivate teachers to use the audio-lingual teaching method in their classroom, especially when teaching speaking to first year students of junior high school.<sup>7</sup>

So the audio-lingual method is the method to make the students easy to speak English well. Because in the audio-lingual method language learners are equipped with the knowledge and skill required for effective communication in foreign language.

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<sup>6</sup> Netty Herawati, "*Audio-Lingual Method as Method in Improving Speaking Ability of Second Semester of English Department Students of Unrika Netty Herawati (Dosen Prodi Pendidikan Bahasa Inggris FKIP Unrika)*," p, 1–15.

<sup>7</sup> Purwita Anggraeni, "Audiolingual Teaching as an Alternative Methodd in Teaching Speaking" (2007), p.4.

Based on the explanation above, the researcher was interesting to do this research to get the effect of audio-lingual method in speaking. The researcher wanted to conduct this research under the title was **“The Effect of Audio-Lingual Method on Speaking Ability at VIII Grade SMP IT Darul Hasan”**

### **B. The Identification of Problem**

Based on pre observation at VIII grade SMP IT Darul Hasan, researcher found that there are some problems in speaking at VIII grade SMP IT Darul Hasan as following are :

1. Students are lazy to speak English.
2. Students are lack vocabularies.
3. Students are afraid of making mistakes when students are speaking English.
4. Students are lack of practicing speaking English in their interaction in the classroom.

### **C. The Limitation of Research**

This research limits the problem and just discusses one factor that was related to methodology of teacher in teaching. It was about the teacher's method in teaching speaking activities, material from the book it was daily activity, so the teacher could made speaking activity more interesting. There are some methods but this research just focused on audio-lingual method.

#### **D. The Formulation of Research**

In order to be clear about the problems in this research, based on identification and focused of the research above, researcher formulates on audio-lingual method.

1. How is the students' speaking ability before using audio-lingual method at VIII grade SMP IT Darul Hasan ?
2. How is the students' speaking ability after using audio-lingual method at VIII grade SMP IT Darul Hasan ?
3. Is there any significant effect of audio-lingual method on speaking ability at VIII grade SMP IT Darul Hasan ?

#### **E. The Objectives of Research**

Form the above formulation, the objectives of this research are :

1. To know whether the students' speaking ability before using audio-lingual method at VIII grade SMP IT Darul hasan.
2. To describe the students' speaking ability after using audio-lingual method at VIII grade SMP IT Darul Hasan.
3. To examine the significant effect of audio-lingual method on speaking ability at VIII grade SMP IT Darul Hasan.

#### **F. The Significances of Research**



The significances of this research are directed to:

1. Theoretically, the result of this research is about audio-lingual method.
2. Practically, the significant of this study are follows:
  - a) As information for the headmaster SMP IT Darul Hasan about the effect of audio-lingual method on speaking ability at VIII grade SMP IT Darul Hasan.
  - b) As a reference could be useful as inform to speaker about the effect of audio-lingual method on speaking ability.
3. Students, to know the best way to speaking English well, to make students easy to speak English and also to help student more active in participant in speaking activities.
4. Teacher, to developed teaching English especially in teaching speaking and help the teacher in speaking activities.
5. Researcher, it is useful as a source of the information for further related studies and could be used by the researcher to get new experience in teaching learning process and gift the knowledge of English education.

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

Based on before explanation, the writer has conveyed some theories of each variable. Therefore, writer can conclude both variables as follows:

### 1. Audio-lingual method

Audio-lingual method is a method which focused in repetition some words to memorize. So students needed to memorize word to be good speaker on speaking ability

### 2. Speaking

Speaking is the ability to communicate orally between speaker and hearer to share information.

## **H. The Outline of Research**

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it is consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of research, significances of the research, and systematic of the thesis.

In chapter two, it is consisted of the theoretical description, which consists of sub chapters such as theoretical description of speaking, and description of audio-lingual method. Then review of related findings, conceptual frame work and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

To conduct a research, theories needed to explain some concepts and term applied in research concerned therefore, the classification of concepts would minimize possible misunderstanding between readers and writer. In another words, they were very important to be explained, so the readers would get the point clearly.

#### **1. The Concept of Speaking Skill**

##### **a. Definition of Speaking**

Speaking is the productive aural/oral skill. It consisted of producing systematic verbal utterance to convey meaning. Teaching speaking is sometimes considered simple process commercial language school around the world hire people with no training to teach conversation. All thought speaking is totally natural, Speaking is one of the skills that English learners must master on since English learners are demand for good English speaking skills in various realms.

Speaking as one of productive skills is a complex activity. Accuracy of grammar that used of vocabulary and clear pronunciation are some aspects of speaking for learners to be considered in speaking class. Than speaking language is especially difficult for foreign language learners

because effective oral communication requires the ability to use the language appropriately in social interaction.

Speaking basically involves both productive and receptive skills. As a productive skill, a speaker produces and uses the language by expressing ideas and at the same time he or she tries to get the ideas or the message across, that is, the process of giving message or encoding process.

While speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. How did you know for certain that a speaking score is exclusively a measure of an oral production without the potentially frequent clarifications of an interlocutor? This interaction of speaking and listening challenges the designer of an oral production test to tease apart, as much as possible, the factors accounted for by aural intakes.<sup>8</sup>

Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot. Speaking is regarded as an important element in learning a foreign language that is productive language skill <sup>9</sup>Speaking as the process of transmitting ideas and information orally in variety of situations. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal

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<sup>8</sup> Douglas Brown, *Language Assessment Principles and Classroom*, p.140.

<sup>9</sup> Rully Novianti, "Global Journal of Foreign", *Global Journal of Foreign Language Teaching* 06, no. 4 ,2016,p.187–95.

symbols in variety of contexts. We need to understand that learning in terms of learning objectives or teaching materials will differ from one another. Exactly learning emphasizes the ability to measure. learning more to study social science and developing a theory of intelligence or analysis, learning techniques, and language becomes a problem in evaluating the achievement of the learning<sup>10</sup>

### **b. Element Of Speaking**

Hermer in Uswatun Khasanah states that the ability to speak in English needed the elements necessary for the spoken production as the following:

#### 1) Language Features

- a) Connected Speech: Connected speech is effective speakers of English needed to be able not only to produce the individual phonemes of speaking but also the used of fluent connected speech. In connected speech sound are modified, omitted, added or weakened.
- b) Expressive Device: Native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed

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<sup>10</sup> Amin Irsal,Siregar Manahan Khoiruddin, Minda Sri,Oline *Learning of Foreing Language Program in The Intensive Learning Class at the IAIN Padangsidimpuan Language Development Center*, no 1,(2021);12

and show by other physical and non-verbal means how they are feeling (especially in face to face interaction).

- c) Lexis and grammar: Teacher should therefore supply a variety of phrase for different function such as agreeing to disagreeing, expressing surprise, shock or approval.
- d) Negotiation language: Effective speaking benefits from the negotiator language used to seek clarification and show the structure of what it is saying. It often needed to ask for clarification when it is listening to someone else talks and it is very crucial for students.

## 2) Mental/ Social Processing.

- a) Language processing: Effective speaker needed to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also every convey the meanings that are intended, language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b) Interacting with other: Effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

c) Information processing: Quite apart from our response to others feelings<sup>11</sup>

### **c. Basic Types of Speaking**

The generally there are two types of spoken language as follow:

#### 1) Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrases or possibly a sentence. While this is a purely phonetic level of oral language may be included in the criterion performance. We are interested only in what is traditionally labeled pronunciations no inferences are made about the test takers ability to understand or convey meaning or participate in an interactive conversation.

#### 2) Intensive

A second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrases, lexical, or phonological relationships (such as prosodic elements- intonations, stress, rhythm, juncture ).

#### 3) Responsive

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<sup>11</sup> Uswatun Khasanah, "Teaching Learning Speaking by Using Audio-Lingual Method at the First Semester of the Eighth Grade at SMP N 9 Bandar Lampung in the Academic Year of 2017/2018" (2018).

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments and the like.

#### 4) Interactive

The difference between responsive and interactive speaking is in the exchanges length and complexity of the interaction, which sometimes includes multiple or multiple participants. Interaction can take two forms of transactional language, which has purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships.<sup>12</sup>

#### 5) Extensive (Monologue)

Monologue is the speaking where one speaker used for spoken language and any length of time, such in speeches, lectures, readings, news broadcast and the like ,then the listener have to process the information without interruption and the speech would go on whether or not the listeners comprehends what the speaker meant.

In monologues when speaker used spoken language for any length of time, as in speeches, lecturer, reading, new broadcast and the like, the hearer must process long stretches of speech without

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<sup>12</sup> Douglas Brown, *Language Assessment Principle And Classroom Practices* (San Francisco State University:2004),p.142



interruption-the stream of steam of speech would go on whether or not the hearer comprehends. Planned as opposed to unplanned, monologues differ considerably in their discourse structures. Planned monologues (such as speeches and other prewritten material) usually manifest little redundancy and are therefore relatively difficult to comprehend. Unplanned monologues exhibit more redundancy, which made for ease in comprehension, but the presence of more performance variables and other hesitations (see below) could either help or hinder comprehension.

#### 6) Dialogue

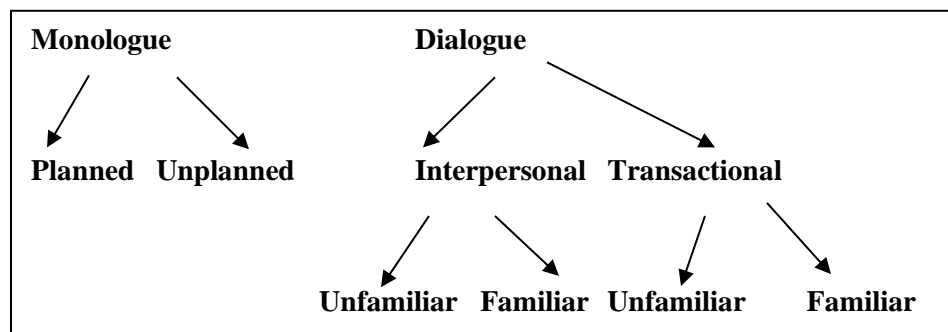
It is different with monologue, the dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor did not comprehend what the speaker said. Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information etc.

Finally it might made a difference between Speaking, that is planned (such as lecture or wedding speech) and speaking that is unplanned, such as a conversation that take places spontaneously.

Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal)

and those for which the purpose is to convey prepositional or factual information (transactional)

Figure 1  
Dialogue



#### d. Characteristic of successful speaking activity

The primary goal of speaking is able to make students have good communicative efficiency. To support the teaching learning of speaking skill, the teacher has to know about the characteristic of students and also characteristic of successful speaking activity. According to Underhill, there some characteristic of successful speaking activity:

##### 1) Students can talk a lot

It means the students must be active to speak as much as possible period of time allotted to the activity occupied by students talk. It clearly the students very busy, but they spent their time to talk with their teacher.

##### 2) Participant in even

Classroom discussion is not dominated by talkative participant. All students got a chance to speak, and contributions are evenly distributed. It means that the classroom discuss are allowed all the students to get opportunity to speak and express their thought by speaking.

### 3) Motivation is high

Students are interested in the topic speaking and have something new to say due to contribute to achieve an objective task. It meant that the students have high motivation to speak English, by having a high motivation , the students would be interested in learning English especially in speaking. Students often try to deliver their own idea confidently.

### 4)Language is of an acceptable

Students express themselves in utterance that are relevant easily comprehensible to each other and of an acceptable level of language accuracy. Thus, the students often try to speak English correctly in real communication.<sup>13</sup> so it can concluded that students used the components of speaking which are relevant with acceptable level of language such as pronunciation, grammar, fluency, and comprehensible.

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<sup>13</sup> Underhil Nic, *Testing Spoken Language*, (London: Cambridge University Press, 1987), p, 120.

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

### **a. Definition of Audio-Lingual Method**

Audio-lingual method is a teaching principle used in teaching second/foreign languages. Audio-lingual method was pointed out that ineffective for teaching second/foreign languages. Some linguists and second/foreign language teachers believe that audio-lingual method is a rote learning style. However, this studied was done on a belief that audio-lingual method would be able to solve that English speaking problem.<sup>14</sup>This method is an effective to use in the speaking class for the students.

Audio-Lingual method is used by the teachers who wanted the students to be able to use the target language in daily speaking communicatively. The audio-Lingual method, like the direct method, is also an oral-approach. The audio-lingual method supposed that the students are taught a foreign language directly, without using the students' native language to explain new words or grammatical rule in the target language. However, unlike the direct method, the audio-Lingual method doesn't focus on teaching vocabulary. Rather, the teacher drills the

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<sup>14</sup> Wichuda Kunnu, "The Development of Speaking Skills Through Audio-Lingual Method," *4th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM2017, Science and Society* 4, no. August (2017), <https://doi.org/10.5593/sgemsocial2017/hb31/s10>.

students in the use of spoken grammar.<sup>15</sup> Vocabulary is the stock of words on which they can draw in expressing people selves. Most of people do not use nearly as many words in speaking or writing as someone recognizes or understands when they hear or see. It means that, someone uses vocabularies which they have been known, and cannot use vocabulary that they have been known yet.<sup>16</sup>

In the audio-lingual method language learners are equipped with the knowledge and skill required for effective communication in a foreign language, the language learners are also required to understand the foreign people .Whose language they are learning and culture of the foreign people. The language learners have to understand everyday life the people, history of the people and their social life.

The method considers that the oral forms: speaking and listening should come first, reading and writing come later. The students did speaking as communication each other. The advocates of the method believe that language learners learn a foreign language as a child learned his/her mother tongue.

The audio-lingual method is another way of teaching used in teaching foreign languages. According to Richards and Rodgers, audio-lingual

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<sup>15</sup> Douglas Brown, *Language Assessment Principles and Classroom*, p.24.

<sup>16</sup>Siregar Rayani Fitri, *Teacher Techniques in Teaching Vocabulary for Beginner Class*, English Education, no1(2015):58

method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing. That is why mother tongue is discouraged in the class of audio-lingual method. The method is based on behaviourism theory which is used to train humans through a system of reinforcement. It is closely tied to behaviourism, and thus made drilling, repetition, and habit-formation central elements of instruction.

**b. Principles of Audio-Lingual Method**

The principles of the method derive from the aims of learning a foreign language. The aims of the method include some aspects of language learning. The linguistic aims of the audio-lingual method are:

- 1) Language learners are able to comprehend the foreign language when it 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 topic within their experience.<sup>17</sup>

### c. Characteristic of Audio-lingual Method

Besides Prator in Khasanah summed up characteristics of audio-lingual method as follows :

- 1) New material is presented in dialog form
- 2) There is dependence of mimicry ,memorization of set phrases and over learning
- 3) Structure are sequenced by means contrastive analysis and taught one time
- 4) Structural patterns are taught using repetition drills
- 5) There is a little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
- 6) Vocabulary is strictly limited and learned in context
- 7) There is much use of tapes, language labs and visual aids
- 8) Great importance is attached to pronunciation
- 9) Very little use of the mother tongue by teachers is permitted
- 10) Successful responses are immediately reinforced

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<sup>17</sup> Setyadi Bambang, *Teaching English as Foreign Language* (Yogyakarta:Graha Ilmu, 2006), p.55.

- 11) There is great effort to get students to produce error-free utterances
- 12) There is a tendency to manipulate language and disregard content.<sup>18</sup>

#### **d. Purpose of Audio-Lingual Method**

Besides the linguistic aims above the method also has cultural aims. The cultural aims of the method are:

- 1) Language learners understand daily life of the people, including customs, works, sports, play, etc.
- 2) Language learners know the main facts concerning the geography, history, social and political life of the people,
- 3) Language learners appreciate the art and science of the people
- 4) Language learners understand the value of the language as the main factor in their culture.

Short range purpose the objectives of this method developed on the basic of language proficiency levels. based on the explanation above possible objectives contained within subject matters are :

- a) Comprehending listening (early beginner)

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<sup>18</sup> Khasanah, "Teaching Learning Speaking by Using Audio-Lingual Method at the First Semester of the Eighth Grade at SMP N 9 Bandar Lampung in the Academic Year of 2017/2018," p.47.



- b) Obtaining accurate pronunciation similar to what they hear, control structure of sounds and forms (early beginner)
- c) Recognizing speech symbols as graphic signs in the printed pages, understand the meanings of the signs when they are uttered by native speakers (beginner speaker)
- d) Able to write down what they hear and say together with pronunciation graphics
- e) Able to write certain type of text
- f) Able to translate certain text<sup>19</sup>

**e. Type of Procedure Audio-Lingual Method**

There are two types of procedure by which audio-lingual method lesson performed: top down (from drill to dialogs) and bottom up (from dialogs to form) model.

- 1) Students first hear a model dialogues (either read by the teacher or tape) containing key structure that are focus of the lesson. Students repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency.

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<sup>19</sup> Setyadi Bambang, *Teaching English as a Foreign Language* (Yogyakarta:Graha Ilmu: Graha Ilmu, 2020), p.45.

- 2) The dialogue is adapted to the student interest or situation, through changing certain key words or phrases. this is acted by students
- 3) Certain keys structure form the dialogue are selected and used as the basis for pattern drills of different kinds.
- 4) The students refer to their textbook, and follow up reading, writing, or vocabulary activities based on the dialogue may be introduced.
- 5) Follow up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

Another procedure describes by Nunan is as follow :

- 1) Present the new language item to be learned giving a clear demonstration of it is meaning through nonverbal means such as by picture or action.
- 2) Model the target pattern, using a number of examples
- 3) Get the whole class to mimic and memorize the new pattern following the teachers models
- 4) Introduce a substitutions drill, first to the whole class, than with the class divided into two and then 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) version of the target structure.
- 7) Check for transfer, using previously unrehearsed cues. Solicit both whole class and individual responses.<sup>20</sup>

### **3. Teaching Speaking through Audio-Lingual Method**

Audio-lingual method activities are presented not only in drilling short pattern, but also in varieties of dialogues, which students have to listen, repeat and memorize. Dialogues are very relevant in the sense that provide students which the right structure and an idea about how to use different types of pattern in the right situation because dialogues usually illustrate socio-culture situation of the target languages. In the audio-lingual method, should focus on proper pronunciation, intonation, and stress rhythm usage.<sup>21</sup>

### **4. Teacher Method in The Classroom**

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, proving with knowledge cause to know or understand.

A procedure teacher of Darul Hasan is demonstrative method.

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<sup>20</sup> Usman Sidabutar, "The Effect of Audiolingual Method on Students' Speaking Achievement," *Angewandte Chemie International Edition*, 6(11), 951–952. 9, no. 1 (1967): p.234.

<sup>21</sup> Douglas Brown H, *Teaching by Principles : An Interactive Approach to Language Pedogogy, Second Edition* (New York: Addison Wesley Longman, 2001), P.118.

- 1) Scene setting, the students feel comfortable with the situation in the classroom.
- 2) Explaining and demonstrating material, the teacher gave the material clearly and the students got the material.
- 3) Practicing under teacher feed-back
- 4) Reviewing, the last review about the lesson into real life.

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

This research is not the first research had been done, there are some of research related to this research. The first is Usman Sidabutar who found that The effect of the audio-lingual method on speaking achievement, There was a different mean score obtained from the both control group 65, 28 and the experimental group is 8,031. The result of the calculation is:  $T_{obs} > t_{table}$  ( $P = 0.05$ ); ( $df = 48$ ) And  $8,031 > 2,010$  ( $P = 0.05$ ); ( $df = 48$ ). The alternative hypothesis of the method is accepted. The students' speaking ability by using the audio-lingual method shows better results compared to those who did not teach by using the audio-lingual method.<sup>22</sup>

The second is the effect of communicative language teaching and audio-lingual method on English speaking skill across different

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<sup>22</sup> Sidabutar, p.1.

learning styles. The results of the analysis of the pretest scores show that the English speaking skills of the two groups of students applying the two different methods are the same at the significance level of 0.080. The analysis of the posttest scores show that there was no interactive effect between the learning methods and the learning styles on the English speaking skill at the significance level of 0.138.<sup>23</sup>

The third is Harun Rashid and Jahirul Islam who found that in experiment test the mean score according to the teacher, only 18% of teachers have a primary idea about audio-lingual method. On the other hand, 29% of teachers said they know half about it on average. However, 53% of teachers do not know about the audio-lingual method. It can conclude that there was an effectiveness of audio-lingual method at secondary education in Bangladesh.

The fourth is Hirayani found the effect of using audio lingual method on students listening skill: an experimental study at SMPN 11 Mataram in academic year 2013/2014. This study was design as the experimental study which applied pretest and post test to collect the data. These were 64 students taken as the sample; of which 32 from experimental group and the other 32 from the control group . In conducting the research,

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<sup>23</sup> Abd. Ghofur et al., “*The Effect Of Communicative Language Teaching And Audio-Lingual Method On English Speaking Skill Across Different Learning Styles,*” *KnE Social Sciences* 1, no. 3 (2017): 1, <https://doi.org/10.18502/kss.v1i3.719>.

the experimental class was taught by using audio lingual method and control class was taught by using direct method. The result of the pre-test of both group in standard score shows that students scores in experimental group is higher than control group which is 1792 for control groups and 1481 for the experimental groups. The result of the post-test showed that the standard score of the experimental group is 1965 and the standard score of the control group is 1905. However, there was significant difference in listening skill of two group after the treatment. The experimental group shows a better from improvement than control group. It can be seen the result from t- test which is 5,29 which is higher than the critical value of t – table at the confidence level .05(95%) equal to 1.9990 and the confidence level .01(99%) 2.6575 in degree of freedom of 62.<sup>24</sup>

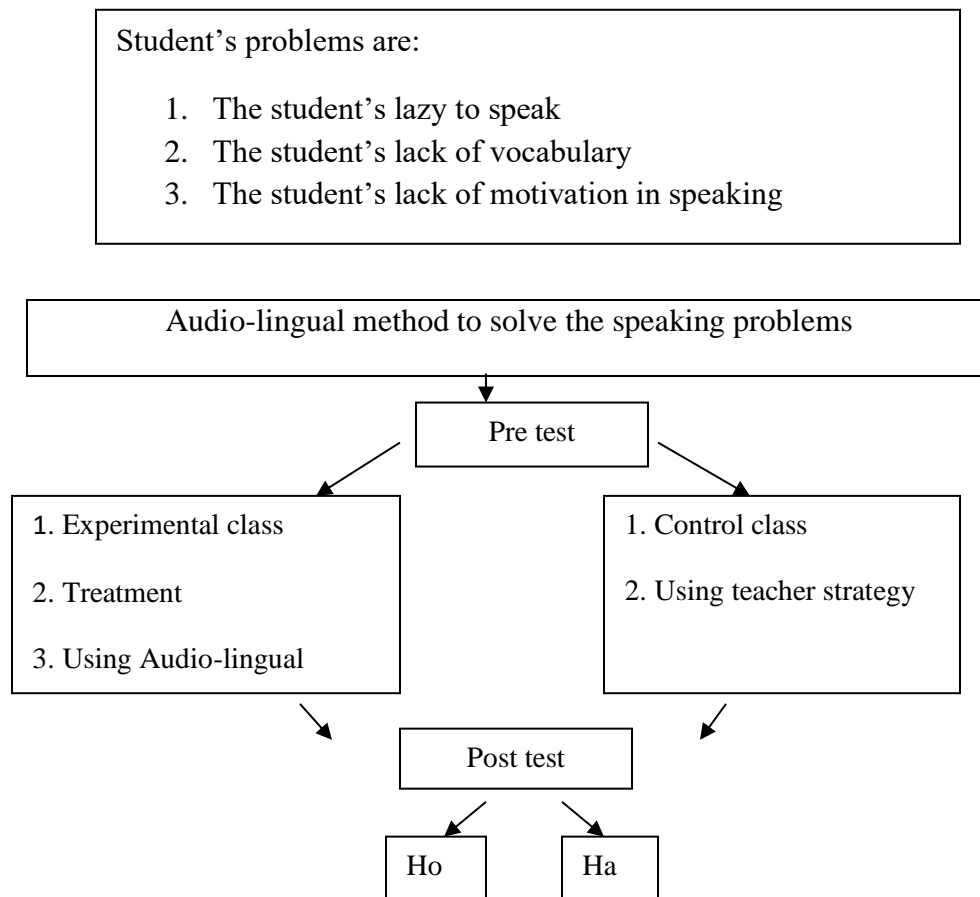
Based on all the research above, this research has similarity with both of the research before. From the result of research above stated that by using audio-lingual method in speaking ability. Therefore, the researcher hopes this research could complete and gave some knowledge in speaking ability, especially in teaching speaking.

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<sup>24</sup> Hirayani, “The Effect of Using Audio Lingual Method on Students Listening Skill : An Experimental Study At SMPN 11 Mataram Article Faculty of Teacher Training And Education” (2014), p.4.

### C. Conceptual Framework

The concept of audio-lingual method is to enable to speaking orally. But in the fact there were still many problems appearing in the process of teaching speaking English skill. The effect of audio-lingual method on speaking ability can see as picture follows:



Picture 1: The picture about the process of audio-lingual method

Based on above pictures, audio-lingual method is a teaching method used by the teacher to teach speaking skill, audio-lingual method is a

method that could see the students and helped the student problems in speaking English skill. At the first, this study gave pre-test to know the students ability before treatment. After that the researcher gave treatment with audio-lingual method for experimental class and teacher strategy for control class. The last is the researcher gave post test to find out the effect of Audio-lingual method on speaking ability at VIII grade Darul Hasan.

### **1. Hypothesis**

This research formulates the hypothesis as follows: alternative hypothesis ( $H_a$ ): there is a significant effect of audio-lingual method on speaking ability at VIII grade Darul Hasan.



## CHAPTER III

### RESEARCH METHODOLOGY

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

The research's location of this research is in SMP IT Darul Hasan. It is in distric. Ompu Huta Tunjul, At-taubah I, Sabungan jae, Hutaimbaru Padangsidimpuan district, north Sumatera province. This research will be started on April 2021 until finish.

#### B. The Research Design

This research applied a quantitative research. The method of this research has experimental with audio-lingual method. This research used two classes, they have experimental class and control class. The experimental class was treated with audio-lingual method and control class was treated with teacher strategy.

**Table I**

Table of the design of collecting data

Class	Pre-test	Treatment	Post-test
Experimental class	√	√ ALM	√
Control class	√	×	√

ALM: Audio-lingual method

## C. The Population and Sample

### 1. Population

The population in this research included all eight grade students of the SMP IT Darul Hasan . There ware as a population and for observation the sample only 60 students consisted of 2 classes namely experimental class and control class SMP IT Darul Hasan. It could be seen from table below.

**Table II**

The population of students at the VIII grade SMP IT Darul Hasan

No	Class	Total students
2	VIII A	30
2	VIII B	30
3	VIII C	30
4	VIII D	30
5	VIII E	30
<b>Total</b>		<b>150</b>

### 2. Sample

Sample was a part of population and used as respondents of subject research. Part of population that has characteristic or particular circumstance was investigated. This research used probability

sampling. The researcher chose two classes at eighth grade SMP IT Darul Hasan Padangsidempuan. This research was consisted of 2 classes with a separation between boys and girls, VIII C and VIII D .This research was determine class VIII C consist of 30 as control class and VIII D consisted of 30 students as experiment class. The total was 60 students in two classes.

Simple random sampling was type of probability sampling where each element in the population has known and equal probability of being selected. A sample chose randomly was mean to be an unbiased representation of the total population. The simple random sampling techniques used because the sample of the research was homogeneous, the sample was not grouped though placement test, the sample at the same grade and have same lesson.

**Table III**

Sample of the research

Experimental class <sup>2</sup>	Control class 2	Total
VIII C= 30	VIII D= 30	60

#### **D. The instrument of Collecting Data**

Instrument was really crucial to support researches. Therefore every researcher must have an instrument to certify and validate data. The researcher was use test as an instrument. It was oral test,

intelligence, knowledge, ability and performance. In this research, the researcher collected data by giving speaking test. Speaking test was used to evaluate the students speaking ability. This test will be given for experimental and control class. In this research, the indicator only focus on some indicators, it consisted to the purpose and definition of speaking itself in junior high school. Based on the teacher book in 13th curriculum, the indicator of speaking could be seen on the following table:

**Table IV**  
**Indicator of speaking test**

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

	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much the mistakes and interfere the meaning	2
Fluency	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4
	There are some mistakes and interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much the mistakes and interfere the meaning	2
Accuracy	Almost perfect	5
	There are some mistakes but do not interfere the meaning	4

	There are some mistakes but do not interfere the meaning	3
	Many mistakes and interfere the meaning	2
	Too much the mistakes and interfere the meaning	2
Score 20x5= 100		

(Adapted: Siti Wachdiah et al.,Buku Guru Inggris “When English Rings a Bell”)

**Assessment guidelines:**

1. Every true indicator x 5
2. Wrong answer: 0

**Criteria of Value:**

No.	Number of Score	Predicate
1.	80-Above	Very Good
2.	66-79	Good
3.	56-65	Enough
4.	41-55	Less
5.	41-Above	Failed

### E. The Technique of Collecting Data

In collecting data to determine the result of the research, the research used test to students. The test was divided into two kinds: pre-test and post test as follow.

<b>1.</b>	<p><b>Pre test</b></p> <p>The researcher was distributed the pre-test in both of classes to find out the students prior knowledge of speaking competence before conducting the treatment. The data collectors would be trained for data collection. Each data collector was collected data from two classes which the same question between control and experimental class.</p> <ol style="list-style-type: none"> <li>1) The researcher prepared the students to made a dialogue</li> <li>2) The students was in pairs</li> <li>3) The researcher gave the topic</li> <li>4) The students chose one of the topic</li> <li>5) The researcher gave time or durations to speak.</li> <li>6) The teacher recorded their speaking.</li> </ol>
<b>2</b>	<p><b>Treatment</b></p> <p>The experimental class and control class was giving same material which consisted of communication aspect that would be taught by the teacher in different ways. The experimental</p>

class was giving treatment, it would taught by using audio-lingual method and control class.

1) Experimental class

Here some activities could be done in experimental class as follow :

- a) The teacher presented the material about English speaking
- b) The teacher gave the example of the material to the students
- c) The teacher called the students to read the dialogue on speaking English
- d) The teacher asked the students to prepare the dialogue and find the example of speaking English.
- e) The teacher asked the students to make conversation by using the dialogue.

2) Control class

Here some activities could do in control class as follows :

- a) The teacher presented the material about audio-lingual method.
- b) The teacher presented dialogue (audio or video) to the students.



	<p>c) The teacher gave time to the students to listen the audio or video.</p> <p>d) The teacher divided the student in a group or pairs</p> <p>e) The students retell the dialogue that they have listened.</p>
3	<p><b>C. Post test</b></p> <p>After giving treatment, both of the classes would be given the final test in order to measure their speaking skill. This test used for investigating the difference writing skill between the experimental class and control class.</p> <ol style="list-style-type: none"><li>1) The researcher prepared the test (dialogue conversation )</li><li>2) The students chose one topic to speak</li><li>3) The teacher gave the durations to students to listen</li><li>4) The teacher divided the students in pair</li><li>5) The teacher gave time to student to write point from dialogue</li><li>6) The teacher gave time to students to retell the dialogue.</li></ol> <p>The researcher checked the answer of the students and find mean score of the experimental class and control class.</p>

## F. The Validity and Reliability Instrument

### a) Validity

Validity is the most important characteristic a test or measuring instrument can process. It is concerned with the appropriateness made from test score. This research used construct validity to decide the instrument of the research. Construct validity used to measure how far the test measured with the claimed. The test was taken from the text book, this construct validity suitable to the instrument. To take sure that the test was valid, the test was validated by checking English teacher of SMP IT Darul Hasan.

### b) Reliability

Reliability also needed to create the good test because a test must be reliable to measuring the instrument. The instrument can be said reliable when the instrument believable to use as an instrument because the instrument is good to collecting the data.

## G. The Technique of analyzing data

### a. Normality Test

Normality test was done by using *Chi-Quadrat* :

$$x^2 = \sum \left[ \frac{f_0 - f_h}{f_h} \right]$$

Where :

$\chi^2$  = Chi-Quadrat

$f_0$  = Obtained Frequency

$f_e$  = Expected Frequency<sup>25</sup>

b. Homogeneity Test

To test the data whether homogeneity or not, the researcher used Fisher:<sup>26</sup>

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Hypothesis is accepted if  $F_{count} \leq F_{table}$

Hypothesis is rejected if  $F_{count} \geq F_{table}$

c. Hypothesis Test

The techniques of the data analysis that used in this research were independent T-test formula.

$$Tt = \frac{x_1 - x_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

- T : the value which statistical significant
- X1 : the average score of the experimental class
- X2 : the average score of the control class
- S1<sup>2</sup> : deviation standard of experimental class
- S2<sup>2</sup> : deviation standard of the control class
- n1 : number of experimental
- n2 : number of control class

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<sup>25</sup> Ahmad Nizar Rangkuti, p.152.

<sup>26</sup> Agus Irianto, *Statistik Konsep Dasar Dan Aplikasinya* (Padang: P2LPTK Department Pendidikan Nasional, 2003), p.31.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

To analyze the data as mention in the previous chapter, to evaluate the effect of audio-lingual method on speaking ability, the data from this research has been calculated by using pre test and post test. Pre test was done before conducting the treatment and post test was done after conducting the treatment. The research applied quantitative analysis by using t-test formulation. It was to know the effect of audio-lingual method on speaking ability. Than the research describes the data as follow:

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

The pre test score obtained before teaching in experimental class and control class are as follows:

##### **1. Description of the data before using audio-lingual method**

###### **a. The pre test score for experimental class**

The experimental class in this research was VIII classroom. The pre test of experimental class, the result of the research that was calculated getting by the students practicing in front of the classroom (oral test).The score of pre test for experimental class can be seen in this table:

**Table V**  
**The Score of Experimental Classroom in Pre Test**

<b>Descriptive</b>	<b>Statistic</b>
Total Score	1780
Highest Score	80
Lowest Score	25
Mean	52.4
Median	58.43
Modus	55.28
Range	55
Interval	9
Standard Deviation	17.37
Variant	296.09

Based on the table above, the total score of experimental class for pre test was 1780, the mean was 52.4, standard deviation was 17.37, median was 58.43, modus was 55.28, variant was 296.09, range was 55 and interval was 9. It was found than the highest score was 80 and the lowest score was 25. The calculation of how to get it could be seen in appendix. Then, the calculation of the frequency the students score as follow:

**Table VI**  
**Frequency of Variables Distribution**

<b>Interval Class</b>	<b>Mid Point</b>	<b>F</b>	<b>Percentages</b>
25-33	29	4	13%
34-42	38	2	3%
43-51	47	3	10%
52-60	56	9	30%
61-69	65	2	3%
70-78	74	7	23%
79-87	83	5	17%

		30	100%
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From the table above, the number of students whose score interval 25-33 was 4 students (13 %), score interval 34-42 was 1 student (3%) ,score interval 43-51 was 3 students (10%),score interval 52-60 was 9 students (30%), score interval 61-69 was 1 student (7%),score interval 70-78 was 7 students (23%) and score interval 79-87 was 5 students (17%).

**b. The Pre Test Score for Control Class**

In pre test of control class, the result that has been calculated obtained from the students answering the test. The score of pre-test for control class can be seen in following the table:

**Table VII**  
**The pre test score for control class**

<b>Descriptive</b>	<b>Statistic</b>
Total Score	1695
Highest Score	80
Lowest Score	30
Mean	57.98
Median	58.06
Modus	59.9
Range	50
Interval	8
Standard Deviation	13.84
Variant	177.81

Based on the table above, the total score of control class for pre test was 1695, mean was 57.98, standard deviation was 13.84,

median was 58.06, modus was 59.9, variant was 177.81, range was 50 and interval was 8. It was found the highest score was 80 and the lowest score was 30. The calculation of how to get it could be seen in appendix. Then, the calculation of the frequency the students score as follow:

**Table VIII**

**Frequency of Variables Distribution**

<b>Interval class</b>	<b>Mid Point</b>	<b>F</b>	<b>percentage</b>
30-37	33.5	3	10%
38-45	41.5	5	17%
46-53	49.5	3	10%
54-61	57.5	7	23%
62-69	65.5	6	20%
70-77	73.5	4	13%
78-85	81.5	2	7%
		30	100%

From the table above, the number of students whose score interval 30-37 was 3 students (10 %), score interval 38-45 was 5 students (17%) ,score interval 46-53 was 3 students (10%),score interval 54-61 was 7 students (23%), score interval 62-69 was 6 students (20%),score interval 70-77 was 4 students (13%) and score interval 678-85 was 2 students (7%).

## 2. Description of Data After Using Audio-Lingual Method

### a. Score of Post Test For Experimental Class

In post test for experimental class, the result that has been calculated obtained from the students in answering the test (oral test). The researcher gave the score to the student about the speaking performance. The score of post test for experimental class can be seen in the following table:

**Table IX**  
**The Post Test Score for Experimental Score**

<b>Descriptive</b>	<b>Statistic</b>
Total Score	2070
Highest Score	85
Lowest Score	40
Mean	65.1
Median	71.5
Modus	69.5
Range	45
Interval	8
Standard Deviation	14.72
Variant	159.31

Based on the table above, the total score of experimental class for post test was 2070, mean was 65.1, standard deviation was 14.72, median was 71.5, modus was 69.5, variant was 159.31, range was 45 and interval was 8. It was found the highest score was 85 and the lowest score was 40. the calculation of how to get it could be seen in appendix. Then, the calculation of the frequency the students score as follow:



**Table X**  
**Frequency of Distribution of Variables**

<b>Interval Class</b>	<b>Mid Point</b>	<b>F</b>	<b>Percentages</b>
40-47	43.5	3	10%
48-55	51.5	2	7%
56-63	59.5	2	3%
64-71	67.5	9	30%
72-79	75.5	7	23%
80-87	83.5	8	27%
		30	100%

From the table above, the number of students whose score interval 40-47 was 3 students (10 %), score interval 48-55 was 2 students (7%) ,score interval 56-63 was 1 student (3%),score interval 64-71 was 9 students (30%), score interval 72-79 was 7 students (23%),score interval 80-89 was 8 students (27%).

**b. Score of Post Test for Control Class**

In post test for control class, the result that has been calculated obtained from the students in answering the test (oral test). The researcher gives the score to the student about the speaking performance. The score of post test for experimental class can be seen in the following table:

**Table XI**  
**The Score of Control Class Classroom in Post Test**

<b>Descriptive</b>	<b>Statistic</b>
Total Score	1965
Highest Score	85
Lowest Score	45
Mean	58.99
Median	63.47
Modus	62
Range	40
Interval	7
Standard Deviation	11.13
Variant	121.29

Based on the table above, the total score of experimental class for post test was 1965, mean was 58.99, standard deviation was 11.13, median was 63.47, modus was 62, variant was 121.29, range was 45 and interval was 7. It was found that the highest score was 85 and the lowest score was 45. The calculation of how to get it could be seen in appendix. Then, the calculation of the frequency the students score as follow:

**Table XII**  
**Frequency of Distribution of Variables**

<b>Interval Class</b>	<b>Mid Point</b>	<b>F</b>	<b>Percentages</b>
45-51	48	4	13%
52-58	55	2	3%
<b>59-65</b>	<b>62</b>	<b>14</b>	47%
66-72	69	2	3%
73-79	76	5	17%
80-86	83	5	17%
		30	100%

From the table above, the number of students whose score interval 45-51 was 4 students (13 %), score interval 52-58 was 1 student (3%), score interval 59-65 was 14 students (47%), score interval 66-72 was 1 student (3%), score interval 73-79 was 5 students (17%), score interval 80-86 was 5 students (17%).

### **B. Normality**

After calculated the researcher found that  $X^2$  count =4.68 while  $X^2$  table =7.815. cause  $X^2 < X^2$ table with degree of freedom (dk) =6-3= 3 and significant level  $\alpha$  = 5% so pre test was normal. Than  $X^2$ count=4.81 while  $X^2$ table =7.815 cause  $X^2 < X^2$ table with degree of freedom (dk)= 6-3=3 and significant level  $\alpha$  =5% so post test was normal.

### **C. Homogeneity**

After calculated the researcher found in pre test F count =1.66 and F table=4.18 so there was no difference the variant between VIII-C and VII-D class. It meant the variant was homogenous. than in post test the researcher found F count =1.31 and F table =4.18, cause F count < F table (1.31<4.18).It meant that the variant was homogenous.

### **D. Hypotheses**

After calculated the data post test, the result that found of the post test in experimental class and control class is normal homogenous. Based on the result, the researcher used parametric test by using t-test to analyze the hypothesis. Hypothesis alternative ( $H_a$ ) of the research was (audio-lingual method has an effect toward speaking ability). The calculation can be seen on the following table:

**Table XIII**  
**Result of t-test from the both average**

Pre test	
T count	T table
<b>2.38</b>	<b>1.671</b>

The test hypotheses have two criteria. First, if  $t \text{ count} > t \text{ table}$   $H_a$  is accepted. Second if  $t \text{ count} < t \text{ table}$   $H_a$  is rejected. Based on researcher calculation in pre test, researcher found  $t \text{ count}$  0.05 while  $t \text{ table}$  1.671 with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ . Cause  $t \text{ count} < t \text{ table}$  ( $0.05 < 1.671$ ), it means that hypothesis  $h_a$  was rejected and  $h_o$  was accepted. So, in pre test, two classes were different. There is difference in both of classes. But in post test, the researcher found that  $t \text{ count}$  2.38 while  $t \text{ table}$  1.671 with opportunity  $(1-\alpha) = 1-5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ . Cause  $t \text{ count} > t \text{ table}$  ( $2.38 > 1.671$ ), it means that hypothesis  $h_a$  was accepted and  $h_o$  was rejected. The calculation can see on appendix. The gain score was 8.66. The calculation can be seen on (appendix xv).

#### **E. Discussion**

The researcher discusses the result of the research. Based on the result of data analysis, there is an effect of audio-lingual method on speaking ability. The researcher got the mean score of experimental class in pre test 52.4 and in post test 65.1. the proof was 9.7. then the mean score of control class in pre test 57.98 and in post test 58.99, the proof was 1.04. So, based on its comparing can be

conclude that the improvement of experimental class was higher than control class. Automatically, audio-lingual method had an effect on speaking ability.

It also discussed in some research that related to this result of this research. The first is Usman Sidabutar who found that The effect of the audio-lingual method on speaking achievement, There was a different mean score obtained from the both control group 65, 28 and the experimental group is 8,031. The result of the calculation is:  $T_{obs} > t_{table}$  ( $P= 0.05$ ); ( $df= 48$ ) And  $8,031 > 2,010$  ( $P = 0.05$ ); ( $df = 48$ ). The alternative hypothesis of the method is accepted. The students' speaking ability by using the audio-lingual method shows better results compared to those who did not teach by using the audio-lingual method.<sup>27</sup>

The second is Harun Rashid and Jahirul Islam who found that in experiment test the mean score according to the teacher, only 18% of teachers have a primary idea about audio-lingual method. On the other hand, 29% of teachers said they know half about it on average. However, 53% of teachers do not know about the audio-lingual method. It can conclude that there was an effectiveness of audio-lingual method at secondary education in Bangladesh.

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<sup>27</sup> Sidabutar,p.1.

**F. The Threat of the Research**

1. The research did not know the knowledge whether the student did not answer the question by their real answer or they guess answer.
2. The research did not know how to concrete and serious the student when they answer the test.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusion of the research are :

1. The student speaking ability at VIII grade SMP IT Darul Hasan before using audio-lingual method was the mean score pre test in experimental class was 52.4 and the mean score in control class was 57.98.
2. The student ability at VIII Grade SMP IT Darul Hasan after using audio-lingual method the mean score of experimental class was higher than the mean score before using audio-lingual method. The mean score of post test in experimental class was 65.1 and the mean score in control class was 63.47
3. There was a significant effect of audio-lingual method at VIII Grade SMP IT Darul Hasan. The research found the result of T-test where to was higher than  $t_{count} = 2.38$   $t_{table} = 1.671$  cause  $t_{count} > t_{table}$  ( $2.38 > 1.671$ ). It means that  $H_a$  was accepted and  $H_0$  was rejected.

#### B. Suggestion

After finishing the research, the researcher got many information English teaching-learning. Therefore from experience, the researcher shows some things that need to be proven. it makes the research give some suggestion, as follow :

1. From the research result, it is as the information to the headmaster to motive the English teacher to apply the various method in teaching – learning process. Especially for audio-lingual method can archive student speaking ability.
2. From the research result, it is also the information to the English teacher to use audio-lingual method as references in teaching speaking to make the teaching-learning more active in the classroom.
3. The researcher suggest to the other researcher to use this method as a problem solving to another problem and find other factors that face to face in learning English process.



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## **APPENDIXES**

### **APPENDIX I**

#### **Experimental Class**

#### **LESSON PLAN**

#### **(EXPERIMENTAL CLASS)**

Sekolah : SMP IT Darul Hasan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester: VIII /Genap

Alokasi Waktu : 2 x 45 Menit

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

## **B. Kompetensi dasar**

- 3.6. Menerapkan fungsi social, struktur teks, dan unsure kebahasaan teks interaksi transaksional lisan dan tulisan yang melibatkan tindakan member dan meminta informasi terkait kebbberadaan orang, benda , binatang sesuai dengan konteks penggunaannya.

## **C. Indicator pencapaian kompetensi**

1. Mampu berbicara bahasa inggris dengan pelafalan yang baik, kosa kata yang memadai, dan benar tentang daily activity
2. Mampu mengidintifikasi ungkapan jumlah yang tepat pada kalimat-kalimat yang rumpang
3. Mampu mengidentifikasi makna, fungsi social, struktur, dan unsure kebahasaan dari pembicaraan bahasa yang inggris yang sedang berlangsung

## **D. Tujuan pembelajaran**

1. Siwa mampu berbicara dengan bahasa inggris dengan baik melalui tehnik yang diberikan
2. Siswa mampu berinteraksi sosial dan mengidentifikasi makna, fungsi social, struktur dan unsur kebahasaan yang sedang berlangsung.

## **E. Materi pembelajaran**

Dialogue conversation (Daily activity)

## **F. Metode pembelajaran**

1. Metode pembelajaran : Audio-lingual method

## **G. Media pembelajaran**

1. Media : worksheet atau lembar kerja siswa,Audio dan buku paket.
2. Alat/ Bahan : spidol dan papan tulis

## **H. Sumber belajar**

Buku paket

## I. langkah-langkah pembelajaran

<b>Kegiatan pendahuluan</b>
<b>pertemuan ke-1 (2 x 45 menit)</b>
<ol style="list-style-type: none"> <li>1. Guru memberi salam</li> <li>2. Berdoa</li> <li>3. Guru memeriksa kehadiran siswa</li> <li>4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan kedalam kelas.</li> <li>5. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</li> <li>7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.</li> <li>8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.</li> </ol>
<b>Kegiatan Pembelajaran /KegiatanInti</b>
<p>pre teaching</p> <ol style="list-style-type: none"> <li>1. guru memilih topic pembelajaran</li> <li>2. guru memberikan pertanyaan kepada siswa sebagai pengantar pembelajaran</li> <li>3. guru memberikan kesempatan kepada siswa untuk menjawab pertanyaan dengan bahasa yang mereka pahami.</li> </ol> <p>While teaching</p>

1. Guru memberikan materi yaitu sebuah dialoge melalui audio.
2. Setelah itu guru memberikan waktu kepada siswa untuk mendengarkan audio yang telah dipersiapkan
3. Guru memberikan kesempatan kepada siswa untuk mencatat kosa kata yang penting yang tidak dipahami.
4. Guru meminta siswa untuk mengulangi beberapa kalimat penting dari audio yang telah didengar
5. Kemudian guru memberikan kesempatan kepada siswa untuk menceritakan ulang tentang dialoge yang telah didengarkan.
6. Kemudian guru meminta murid untuk berdialog setelah mendengarkan audio yang telah diberikan.

#### Post teaching

1. Kemudian guru melihat kembali atau merekam percakapan murid dan meninjau ulang pemahaman dari siswa.

#### **Penutup**

1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic
2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini
3. Siswa dan guru menutup pembelajaran dengan membaca doa
4. Salam

#### **Kegiatan pendahuluan**

#### **Pertemuan yang ke-2 (2x45 menit)**

1. Guru member salam
2. Berdoa
3. Guru memeriksa kehadiran siswa
4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan kedalam kelas.

5. Guru member motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupansehari-hari
6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.
8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran.

#### **Kegiatan Penutup**

1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic
2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini
3. Salam

Padangsidempuan, Maret 2022

Mengetahui

Validator

Peneliti

**Laila Sari ,S.Pd.,Gr**

**Nur Safitri Simanjuntak**

**NIM.1720300021**

## **APPENDIXES**

### **Appendix II**

#### **Control Class**

#### **LESSON PLAN**

#### **(CONTROL CLASS)**

Sekolah : SMP IT Darul Hasan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/Genap

Alokasi Waktu : 2 x 45 Menit

#### **A. Kompetensi Inti**

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.



## **B. Kompetensi dasar**

4.8. Menyusun teks interaksi transaksional lisan dan tulisan sangat pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait keadaan, tindakan, dan kejadian yang sedang dilakukan dan berlangsung saat diucapkan, sesuai dengan konteks penggunaannya.

## **C. Indikator pencapaian kompetensi**

1. Mampu berbicara bahasa inggris dengan pelafalan yang baik, kosa kata yang memadai, dan benar kegiatan yang sedang dilakukan dirumah dan disekolah.
2. Mampu menyebutkan tindakan yang mereka lakukan dengan tekanan yang benar.
3. Mampu mengidentifikasi makna, fungsi social, struktur, dan unsure kebahasaan dari pembicaraan bahsa yang inggris yang sedang berlangsung.

## **D. Tujuan pembelajaran**

1. Siswa mampu berbicara dengan bahasa inggris dengan baik melalui tehnik yang diberikan
2. Siswa mampu berinteraksi sosial dan mengidentifikasi makna, fungsi social, struktur dan unsur kebahasaan yang sedang berlangsung.

## **E. Materi pembelajaran**

Dialogue conversation (What are you doing)

## **F. Metode pembelajaran**

1. Metode pembelajaran : speaking

## **G. Media pembelajaran**

1. Media : worksheet atau lembar kerja siswa, audio dan buku paket.
2. Alat/ Bahan : spidol dan papan tulis

**H. Sumber belajar**

Buku paket

**I. langkah-langkah pembelajaran**

<b>Kegiatan pendahuluan</b>
<b>Pertemuan yang ke-1 (2x45 menit)</b>
<ol style="list-style-type: none"> <li>1. Guru member salam</li> <li>2. Berdoa</li> <li>3. Guru memeriksa kehadiran siswa</li> <li>4. Memperkenalkan diri pada siswa dan menyampaikan maksud kedatangan kedalam kelas.</li> <li>5. Guru member motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari</li> <li>6. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</li> <li>7. Guru memberitahukan tentang kompetensi inti, kompetensi dasar, indicator, pada pertemuan yang berlangsung.</li> <li>8. Menjelaskan mekanisme pelaksanaan pengamalan pembelajaran sesuai dengan langkah-langkah pembelajaran</li> </ol>
<b>Kegiatan pembelajaran /kegiatan inti</b>

1. guru menyiapkan materi yang akan disampaikan
2. guru mengatur tempat duduk siswa yang nyaman untuk materi pembelajaran
3. guru memberikan materi kepada siswa dengan jelas
4. kemudian guru memberikan waktu kepada siswa untuk melakukan praktek materi
5. kemudian guru menyimpulkan materi pembelajaran kedalam kegiatan tersebut.

#### **Penutup**

1. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic
2. Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini
3. siswa dan guru menutup pembelajaran dengan membaca doa
4. Salam

Padangsidempuan, Maret 2022

Mengetahui

Validator

**Laila Sari ,S.Pd.,Gr**

Peneliti

**Nur Safitri Simanjuntak**

**NIM.1720300021**

**APPENDIX III****INSTRUMENT FOR PRE TEST****Speaking Test**

1. Please make a dialogue with your friend with the theme holiday.

Validator

Laila Sari,S.Pd.,Gr

**APPENDIX IV****INSTRUMENT POST TEST****Speaking test**

1. Practice this dialogue with the theme daily activity by using good pronunciation.

Validator

Laila Sari,S.Pd.,Gr

## APPENDIX V

### Score of Experimental Class and Control Class in Pre Test

#### A. Score of Experimental Class in Pre-Test

NO	SUDENTS INITIAL NAME	TOTAL	X <sup>2</sup>
1	AH	25	625
2	AHS	25	625
3	AB	30	900
4	AS	30	900
5	AA	35	1225
6	AAF	45	2025
7	ALH	45	2025
8	AF	50	2500
9	ASF	55	3025
10	AB	55	3025
11	AF	55	3025
12	AR	60	3600
13	BA	60	3600
14	DP	60	3600
15	FN	60	3600
16	GR	60	3600
17	GA	60	3600
18	GAM	65	4225
19	HA	70	4900
20	HAS	70	4900
21	HAR	70	4900
22	MW	70	4900
23	MF	75	5625
24	NA	75	5625
25	NAU	75	5625
26	RA	80	6400
27	RS	80	6400
28	RD	80	6400
29	RSY	80	6400
30	SA	80	6400
		<b>1780</b>	<b>114200</b>

**B. Score of control class-pre test**

<b>STUDENTS</b>			
<b>NO</b>	<b>INITIAL NAME</b>	<b>TOTAL</b>	<b>X<sup>2</sup></b>
1	ANH	30	900
2	AT	35	1225
3	AAG	35	1225
4	AF	40	1600
5	AS	40	1600
6	DS	40	1600
7	ER	45	2025
8	FS	45	2025
9	FR	50	2500
10	GA	50	2500
11	HD	50	2500
12	HF	55	3025
13	IM	55	3025
14	IL	55	3025
15	IA	60	3600
16	KM	60	3600
17	KM	60	3600
18	LAM	60	3600
19	MM	65	4225
20	MA	65	4225
21	NNR	65	4225
22	NF	65	4225
23	NI	65	4225
24	NH	65	4225
25	NIM	70	4900
26	NK	70	4900
27	RSY	70	4900
28	RN	70	4900
29	RSY	80	6400
30	SR	80	6400
		<b>1695</b>	<b>100925</b>

## APPENDIX VI

### RESULT OF NORMALITY TEST IN PRE TEST

#### RESULT OF THE NORMALITY TEST OF VIII-C IN PRE TEST

1. The score of VIII-C in pre test from low to high score :

25	45	55	60	70	80
25	45	60	60	70	80
30	50	60	65	75	80
30	55	60	70	75	80
35	55	60	70	75	80

2. High = 80

$$\text{Low} = 30$$

$$\text{Range} = \text{High} - \text{Low}$$

$$= 80 - 25$$

$$= 55$$

3. Total of class =  $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log (30)$$

$$= 1 + 3,3 \log (1,47)$$

$$= 1 + 4,85$$

$$= 5,85$$

$$= 6$$

4. Length of classes =  $\frac{\text{range}}{\text{total of class}} = \frac{50}{6} = 9$

5. Mean

Interval Class	F	Mid Point	X	Fx	x <sup>2</sup>	fx <sup>2</sup>
25-33	4	29	+3	12	9	36
34-42	1	38	+2	2	4	4
43-51	3	47	+1	3	1	3



52-60	9	56	0	0	0	0
61-69	1	65	-1	-1	1	2
70-78	7	74	-2	-14	4	28
79-87	5	83	-3	-15	9	45
				<b>-13</b>		<b>117</b>

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{n} \\
 &= 56 + 9 \left( \frac{-13}{30} \right) \\
 &= 56 + 9(-0.4) \\
 &= 56 + (-3.6) \\
 &= 52.4
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left( \frac{\sum fx}{n} \right)^2} \\
 &= 9 \sqrt{\frac{117}{30} - \left( \frac{-13}{30} \right)^2} \\
 &= 9 \sqrt{3.9 - (0.16)^2} \\
 &= 9 \sqrt{3.9 - 0.16} \\
 &= 9 \sqrt{3.74} \\
 &= 9 \times 1.93 \\
 &= 17.37
 \end{aligned}$$

Table of Normality Data Test with Chi Quadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of area	Large of area	Fe	Fo	$\frac{fo - fe}{fe}$
25-33	33.5	1.08	0.3599	0.14	4.2	4	-0.04
34-42	42.5	0.56	0.2123	0.19	5.7	2	-0.64
43-51	51.5	0.05	0.0199	0.15	4.5	3	-0.33
52-60	60.5	0.46	0.1722	0.16	4.8	9	0.83
61-69	69.5	0.98	0.3365	0.09	2.7	2	-0.62
70-78	78.5	1.50	0.4332	0.04	1.2	7	4.83
79-87	87.5	2.02	0.4783	0.11	3.3	5	0.51
							$\chi^2 = 4.58$

Based on the table above, the researcher found that  $X^2_{\text{count}} = 4.58$  while  $X^2_{\text{table}} = 7.815$  cause  $x^2 < x^2_{\text{table}}$  ( $4.58 < 7.815$ ) with degree of freedom ( $dk$ ) =  $6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-C classroom (pre-test) is normal.

#### 6. Median

Interval Class	Fm	Fk
25-33	4	4
34-42	1	5
43-51	3	8
52-60	9	17
61-69	1	18
70-78	7	25
79-87	5	30

Position of me in the interval is number 4, that:

$$Bb : 51.5$$

$$fk : 8$$

$$fm : 9$$

$$i : 9$$

$$n : 30$$

$$\frac{1}{2} n : 15$$

so,

$$Me = Bb + i \left[ \frac{\frac{1}{2}n - fk}{fm} \right]$$

$$Me = 51.5 + 9 \left[ \frac{15 - 8}{9} \right]$$

$$Me = 51.5 + 9[0.77]$$

$$Me = 51.5 + 6.93$$

$$Me = 58.43$$

## 7. Modus

Interval Class	Fm	Fk
25-33	4	4
34-42	2	5
43-51	3	8
52-60	9	17
61-69	2	18
70-78	7	25
79-87	5	30

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$L = 51.5$$

$$d_1 = 6$$

$$d_2 = 8$$

$$i = 9$$

So,

$$Mo = L + \frac{d_1}{d_1 + d_2} i$$

$$Mo = 51.5 + \frac{6}{6+8} 9$$

$$Mo = 51.5 + \frac{6 \cdot 9}{15}$$

$$Mo = 51.5 + (0.42)9$$

$$Mo = 51.5 + 3.78$$

$$Mo = 55.28$$

## APPENDIX VII

### RESULT OF NORMALITY TEST IN PRE-TEST

### RESULT OF THE NORMALITYB TEST OF VIII-D IN PRE TEST

1. The score of VIII-D in pre test from low score to high score:

30	40	50	60	65	70
35	45	55	60	65	70
35	45	55	60	65	70
40	50	55	65	65	80
40	50	60	65	70	80

2. High = 80

Low = 30

Range = High-Low

$$=80-30$$

$$=50$$

3. Total of class =  $1+3,3 \log (n)$

$$=1+ 3,3 \log (30)$$

$$=1+ 3,3 \log (1,47)$$

$$=1+4.85$$

$$=5.85$$

$$=6$$

4. Length of classes =  $\frac{range}{total\ of\ class} = \frac{50}{6} = 8$

5. Mean

Interval class	F	Mid Point	X	Fx	x <sup>2</sup>	fx <sup>2</sup>
30-37	3	33.5	+3	9	9	27
38-45	5	41.5	+2	10	4	20
46-53	3	49.5	+2	3	2	3
54-61	7	57.5	0	0	0	0
62-69	6	65.5	-2	-6	2	6
70-77	4	73.5	-2	-8	4	20
78-85	2	81.5	-3	-6	9	18

				2		90
--	--	--	--	---	--	----

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum fx^1}{n} \\
 &= 57.5 + 8 \left( \frac{2}{30} \right) \\
 &= 57.5 + 8(0.06) \\
 &= 57.5 + 0.48 \\
 &= 57.98
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum fx^2}{n} - \left( \frac{\sum fx}{n} \right)^2} \\
 &= 8 \sqrt{\frac{90}{30} - \left( \frac{2}{30} \right)^2} \\
 &= 8 \sqrt{3 - (0.06)^2} \\
 &= 8 \sqrt{3 - 0.0} \\
 &= 8 \sqrt{3} \\
 &= 8 \times 1.73 \\
 &= 13.84
 \end{aligned}$$

Table of Normality Data Test with Chi Quadrat Formula

Interval Of Score	Real Upper Limit	Z-Score	Limit of Large of Area	Large of Area	Fe	Fo	$\frac{fo - fe}{fe}$
30-37	33.5	-1.76	0.4508	0.07	2.1	3	0.42
38-45	41.5	-1.19	0.3830	0.15	4.5	5	0.11
46-53	49.5	-0.61	0.2291	0.21	6.3	3	-0.52
54-61	57.5	0.03	0.0120	0.19	5.7	7	0.22
62-69	65.5	0.54	0.2054	0.16	4.8	6	0.25
70-77	73.5	1.12	0.3686	0.08	2.4	4	0.66
78-85	81.5	1.69	0.4549	0.00	0	2	0
							<b>1.14</b>

Based on the table above, the researcher found that  $X^2_{count} = 1.14$  while

$X^2_{table} = 7.815$  cause  $x^2 < x^2_{table}$  ( $1.14 < 7.815$ ) with degree of freedom (dk) =

6-3=3 and significant level  $\alpha = 5\%$ . So, distribution of VIII-D classroom (pre-test) is normal.

#### 6. Median

interval	Fm	fk
30-37	3	3
38-45	5	8
46-53	3	11
<b>54-61</b>	<b>7</b>	<b>18</b>
62-69	6	24
70-77	4	28
78-85	2	30

Position of me in the interval is number 4, that:

$$Bb : 53.5$$

$$fk : 11$$

$$fm : 6$$

$$i : 8$$

$$n : 30$$

$$\frac{1}{2} n : 15$$

So,

$$Me = Bb + i \left[ \frac{\frac{n}{2} - fk}{fm} \right]$$

$$Me = 53.5 + 8 \left[ \frac{15 - 11}{6} \right]$$

$$Me = 53.5 + 8(0.57)$$

$$Me = 53.5 + 4.56$$

$$Me = 58.06$$

#### 7. Modus

interval	Fm	Fk
30-37	3	3
38-45	5	8
46-53	3	11
<b>54-61</b>	<b>6</b>	<b>17</b>

62-69	6	23
70-77	5	28
78-85	2	30

$$Mo = L + \frac{d1}{d1+d2} i$$

$$L = 53.5$$

$$d1 = 4$$

$$d2 = 1$$

$$i = 8$$

so,

$$Mo = L + \frac{d1}{d1+d2} i$$

$$Mo = 53.5 + \frac{4}{4+1} 8$$

$$Mo = 53.5 + \frac{4}{5} 8$$

$$Mo = 53.5 + (0.8)8$$

$$Mo = 53.5 + 6.4$$

$$Mo = 59.9$$

**APPENDIX VIII****HOMOGENEITY TEST (PRE-TEST)**

Calculation of parameter to get variant of the first class as experimental class sample and variant of the second as control class sample are use homogeneity test by using formula :

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

hypotheses :

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_a : \delta_1^2 \neq \delta_2^2$$

**A.** . Variant of the VIII-C classroom is :

<b>No</b>	<b>Sudents Initial Name</b>	<b>Pre- Test</b>	<b>X<sup>2</sup></b>
1	AH	25	625
2	AHS	25	625
3	AB	30	900
4	AS	30	900
5	AA	35	1225
6	AAF	45	2025
7	ALH	45	2025
8	AF	50	2500
9	ASF	55	3025
10	AB	55	3025
11	AF	55	3025
12	AR	60	3600
13	BA	60	3600
14	DP	60	3600
15	FN	60	3600
16	GR	60	3600
17	GA	60	3600
18	GAM	65	4225
19	HA	70	4900



20	HAS	70	4900
21	HAR	70	4900
22	MW	70	4900
23	MF	75	5625
24	NA	75	5625
25	NAU	75	5625
26	RA	80	6400
27	RS	80	6400
28	RD	80	6400
29	RSY	80	6400
30	SA	80	6400
		1780	114200

$$\sum X_i = 1785$$

$$\sum X_i^2 = 114200$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)} \\
 &= \frac{30(114200) - (1780)^2}{30(30-1)} \\
 &= \frac{3426000 - 3168400}{870} \\
 &= \frac{257600}{870} \\
 &= 296.09
 \end{aligned}$$

B. Variant of the VIII-D Classroom is :

No	Students Initial Name	Pre Test	X <sup>2</sup>
1	ANH	30	900
2	AT	35	1225
3	AAG	35	1225
4	AF	40	1600
5	AS	40	1600
6	DS	40	1600
7	ER	45	2025
8	FS	45	2025
9	FR	50	2500
10	GA	50	2500
11	HD	50	2500
12	HF	55	3025
13	IM	55	3025
14	IL	55	3025
15	IA	60	3600
16	KM	60	3600
17	KM	60	3600
18	LAM	60	3600
19	MM	65	4225
20	MA	65	4225
21	NNR	65	4225
22	NF	65	4225
23	NI	65	4225
24	NH	65	4225
25	NIM	70	4900
26	NK	70	4900
27	RSY	70	4900
28	RN	70	4900
29	RSY	80	6400
30	SR	80	6400
		<b>1695</b>	<b>100925</b>

$$\begin{aligned}
 \sum X_i &= 1695 \\
 \sum X_i^2 &= 100925 \\
 \text{So,} \\
 S^2 &= \frac{n\sum x^2 - (\sum x)^2}{n(n-1)} \\
 &= \frac{30(100925) - (1695)^2}{30(30-1)} \\
 &= \frac{3027750 - 2873025}{870} \\
 &= \frac{154698}{870} \\
 &= 177.81
 \end{aligned}$$

The formula was used to test hypotheses was:

1. VIII-C and VIII-D

$$F = \frac{\text{The biggest Variant}}{\text{The smallest Variant}}$$

$$= \frac{296.09}{177.81}$$

$$= 1.66$$

After doing the calculation, the researcher found that F count = 1.66. It had been compared to F table with a 5% and dk numerator and dominator ware same ( $n^2$  and  $n_2 = 30$ ;  $dk = 30 - 1 = 29$ ).from the distribution list F, researcher found that F table = 4.18, cause F count < F table (1.66 < 4.18). So, there is no difference the variant between The VIII-C and VIII-D class. it means that the variant is homogenous.

**APPENDIX IX****Score of Experimental Class and Control Class on Post Test****A. score of experimental class on post test**

<b>No</b>	<b>Students Initial Name</b>	<b>G</b>	<b>V</b>	<b>F</b>	<b>P</b>	<b>C</b>	<b>TOTAL</b>	<b>X<sup>2</sup></b>
1	AH	2	10	8	12	8	40	1600
2	AHS	2	10	8	12	8	40	1600
3	AB	1	10	8	18	12	45	2025
4	AS	2	15	8	18	12	55	3025
5	AA	2	15	8	18	12	55	3025
6	AAF	3	15	8	18	16	60	3600
7	ALH	4	15	12	18	16	65	4225
8	AF	4	15	12	18	16	65	4225
9	ASF	4	15	12	18	16	65	4225
10	AB	4	15	12	18	16	65	4225
11	AF	4	15	12	18	16	65	4225
12	AR	4	15	12	18	16	65	4225
13	BA	4	15	12	18	16	65	4225
14	DP	4	15	12	18	16	65	4225
15	FN	5	25	12	12	16	70	4900
16	GR	4	15	16	24	16	75	5625
17	GA	4	15	16	24	16	75	5625
18	GAM	4	25	16	24	16	75	5625
19	HA	4	15	16	24	16	75	5625
20	HAS	4	15	16	24	16	75	5625
21	HAR	4	25	16	24	16	75	5625
22	MW	4	25	16	24	16	75	5625
23	MF	2	20	16	24	18	80	6400
24	NA	2	20	16	24	18	80	6400
25	NAU	2	20	16	24	18	80	6400
26	RA	2	20	16	24	18	80	6400
27	RS	2	25	16	24	18	85	7225
28	RD	2	25	16	24	18	85	7225
29	RSY	2	25	16	24	18	85	7225
30	SA	2	25	16	24	18	85	7225
							<b>2070</b>	<b>147450</b>

**B. score of control class on post test**

No	Students						TOTAL	X <sup>2</sup>
	Initial Name	G	V	F	P	A		
2	ANH	2	10	8	18	12	45	2025
2	AT	2	10	8	18	12	45	2025
3	AAG	2	10	8	18	12	45	2025
4	AF	2	10	8	18	12	50	2500
5	AS	2	15	8	18	12	55	3025
6	DS	3	15	8	18	16	60	3600
7	ER	3	15	8	18	16	60	3600
8	FS	3	15	8	18	16	60	3600
9	FR	3	15	8	18	16	60	3600
10	GA	3	15	8	18	16	60	3600
11	HD	3	15	8	18	16	60	3600
12	HF	3	15	8	18	16	60	3600
13	IM	4	15	12	18	16	65	4225
14	IL	4	15	12	18	16	65	4225
15	IA	4	15	12	18	16	65	4225
16	KM	5	15	12	18	16	65	4225
17	KM	5	15	12	18	16	65	4225
18	LAM	5	15	12	18	16	65	4225
19	MM	5	15	12	18	16	65	4225
20	MA	5	25	12	12	16	70	4900
21	NNR	4	15	16	24	16	75	5625
22	NF	4	15	16	24	16	75	5625
23	NI	4	25	16	24	16	75	5625
24	NH	4	15	16	24	16	75	5625
25	NIM	4	15	16	24	16	75	5625
26	NK	2	20	16	24	18	80	6400
27	RSY	2	20	16	24	18	80	6400
28	RN	2	20	16	24	18	80	6400
29	RSY	2	20	16	24	18	80	6400
30	SR	2	25	16	24	18	85	7225
							<b>1965</b>	<b>132225</b>

**APPENDIX X****RESULT OF NORMALITY TEST IN POST TEST  
RESULT OF THE NORMALITY TEST OOF VIII-C IN POST TEST**

1. The score of VIII-C in post test from low score to high score:

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

2. High= 85

Low =40

Range = high-low

$$=85-40$$

$$=45$$

3. Total of class =  $1+3,3 \log (n)$

$$=1+ 3,3 \log (30)$$

$$=1+ 3,3 \log (1,47)$$

$$=1+4.85$$

$$=5.85$$

$$=6$$

4. Length of classes =  $\frac{Range}{Total\ Of\ class} = \frac{45}{6} = 8$

5. Mean

Interval Class	F	Mid Point	X	Fx	X <sup>2</sup>	Fx <sup>2</sup>
40-47	3	43.5	3	9	9	27
48-55	2	51.5	2	4	4	8
56-63	2	59.5	1	1	1	1
64-71	9	67.5	0	0	0	0
72-79	7	75.5	-1	-7	1	7
80-87	8	83.5	-2	-16	4	32

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{n} \\
 &= 67.5 + 8\left(\frac{-9}{30}\right) \\
 &= 67.5 + 8(0.3) \\
 &= 67.5 - 2.4 \\
 &= 65.1 \\
 SDt &= i \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2} \\
 &= 8 \sqrt{\frac{75}{30} - \left(\frac{-9}{30}\right)^2} \\
 &= 8 \sqrt{2.5 - (0.3)^2} \\
 &= 8 \sqrt{2.5 + 0.9} \\
 &= 8 \sqrt{3.4} \\
 &= 8 \times 1.84 \\
 &= 14.72
 \end{aligned}$$

Table of Normality Data Test with Chi Quadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large of Area	Large of Area	Fe	Fo	$\frac{fo - fe}{fe}$
40-47	47.5	1.19	0.3830	0.14	4.2	3	-0.28
48-55	55.5	0.65	0.2422	0.20	6	2	-0.66
56-63	63.5	0.10	0.0398	0.03	3.6	1	-0.72
64-71	71.5	0.43	0.1664	0.16	4.8	9	-0.87
72-79	79.5	0.97	0.3340	0.10	3	7	1.3
80-87	87.5	1.52	0.4357	0.05	1.5	8	4.3
							<b>4.81</b>

Based on the table above, the researcher found that  $X^2_{count} = 4.81$  while  $X^2_{table} = 7.815$  cause  $x^2 < x^2_{table}$  ( $4.81 < 7.815$ ) with degree of freedom (dk) =  $6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-D classroom (post test) is normal.

## 6. Median

Interval Class	fm	Fk
40-47	3	3
48-55	2	5
56-63	1	6
64-71	9	15
72-79	7	22
80-87	8	30

Position of me in the interval is number 4, that:

$$Bb : 63.5$$

$$fk : 6$$

$$fm : 9$$

$$i : 8$$

$$n : 30$$

$$\frac{1}{2} n : 15$$

so,

$$Me = Bb + i \left[ \frac{\frac{n}{2} - fk}{fm} \right]$$

$$Me = 63.5 + 8 \left[ \frac{15 - 6}{9} \right]$$

$$Me = 63.5 + 8[1]$$

$$Me = 63.5 + 8$$

$$Me = 71.5$$

## 7. Modus

Interval Class	Fm	Fk
40-47	3	3
48-55	2	5
56-63	2	6
64-71	9	15
72-79	7	28
80-87	8	30



$$\text{Mo} = L + \frac{d1}{d1+d2} i$$

$$L = 63.5$$

$$d1 = 8$$

$$d2 = 2$$

$$i = 8$$

so,

$$\text{Mo} = L + \frac{d1}{d1+d2} i$$

$$\text{Mo} = 63.5 + \frac{8}{8+2} 8$$

$$\text{Mo} = 63.5 + \frac{8}{10} 8$$

$$\text{Mo} = 63.5 + (0.5) \cdot 8$$

$$\text{Mo} = 63.5 + 6.4$$

$$\text{Mo} = 69.5$$

## APPENDIX XI

### RESULT OF NORMALITY TEST IN POST TEST RESULT OF THE NORMALITY TEST OF VIII-D IN POST TEST

1. The score of VIII-D in post test from low score to high score:

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

2. High= 85

Low =45

Range = High-Low

$$=85-45$$

$$=40$$

3. Total of class =  $1+3,3 \log (n)$

$$=1+ 3,3 \log (30)$$

$$=1+ 3,3 \log (1,47)$$

$$=1+4.85$$

$$=5.85$$

$$=6$$

4. Length of classes =  $\frac{\text{range}}{\text{Total of class}} = \frac{40}{6} = 7$

5. Mean

Interval Class	F	Mid Point	X	Fx	X <sup>2</sup>	Fx <sup>2</sup>
45-51	4	48	+2	12	+4	16
52-58	1	55	+1	1	+1	1
<b>59-65</b>	<b>14</b>	<b>62</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
66-72	1	69	+1	1	1	1
73-79	5	76	+2	10	+4	20
80-86	5	83	+3	15	+9	45
				<b>-13</b>		<b>83</b>

$$\begin{aligned}
 Mx &= M^1 + i \frac{\sum fx^1}{n} \\
 &= 62 + 7 \left( \frac{-13}{30} \right) \\
 &= 62 + 7(-0.43) \\
 &= 62 - 3.01 \\
 &= 58.99 \\
 SDt &= i \sqrt{\frac{\sum fx^2}{n} - \left( \frac{\sum fx}{n} \right)^2} \\
 &= 7 \sqrt{\frac{83}{30} - \left( \frac{-13}{30} \right)^2} \\
 &= 7 \sqrt{2.7 - (0.43)^2} \\
 &= 7 \sqrt{2.7 - 0.18} \\
 &= 7 \sqrt{2.55} \\
 &= 7 \times 1.59 \\
 &= 11.13
 \end{aligned}$$

Table of Normality Data Test with Chi Quadrat Formula

Interval of Score	Real Upper Limit	Z-Score	Limit of Large	Large of Area	Fe	Fo	$\frac{fo - fe}{fe}$
45-51	51.5	0.67	0.2486	0.23	6.9	4	-0.42
52-58	58.5	0.04	0.0160	0.20	6	1	-0.83
<b>59-65</b>	65.5	0.58	0.2190	0.13	3.9	14	2.58
66-72	72.5	1.21	0.0832	0.36	10.8	1	0.90
73-79	79.5	1.84	0.4671	0.03	0.9	5	4.55
80-86	86.5	2.47	0.4932	0.24	7.2	5	-0.30
							4.68

Based on the table above, the researcher found that  $X^2_{count} = 4.68$  while  $X^2_{table} = 7.815$  cause  $x^2 < x^2_{table}$  ( $4.68 < 7.815$ ) with degree of freedom (dk) =  $6 - 3 = 3$  and significant level  $\alpha = 5\%$ . So, distribution of VIII-D classroom (post test) is normal.

## 6. Median

interval	Fm	Fk
45-51	4	4
52-58	1	5
<b>59-65</b>	14	19
66-72	1	20
73-79	5	25
80-86	5	30

Position of me in the interval is number 4, that:

$$Bb : 58.5$$

$$fk : 5$$

$$fm : 14$$

$$i : 7$$

$$n : 30$$

$$\frac{1}{2} n : 15$$

So,

$$Me = Bb + i \left[ \frac{\frac{n}{2} - fk}{fm} \right]$$

$$Me = 58.5 + 7 \left[ \frac{15 - 5}{14} \right]$$

$$Me = 58.5 + 7[-0.71]$$

$$Me = 58.5 + 4.97$$

$$Me = 63.47$$

## 7. Modus

interval	Fm	fk
45-51	4	4
52-58	2	5
<b>59-65</b>	14	19
66-72	2	20
73-79	5	25
80-86	5	30

$$Mo = L + \frac{d1}{d1 + d2} i$$

$$L = 58.5$$

$$d1 = 13$$

$$d2 = 13$$

$$i = 7$$

so,

$$Mo = L + \frac{d1}{d1+d2} i$$

$$Mo = 58.5 + \frac{13}{13+13} 7$$

$$Mo = 58.5 + \frac{13}{26} 7$$

$$Mo = 58.5 + (0.5)7$$

$$Mo = 58.5 + 3.5$$

$$Mo = 62$$

**APPENDIX XII****HOMOGENEITY TEST (POST TEST)**

calculation of parameter to get variant of the first class as experimental class sample and variant of the second as control class sample are use homogeneity test by using formula :

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

hypotheses :

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_a : \delta_1^2 \neq \delta_2^2$$

A. variant of the VIII-C class is :

No	Students Initial Name	Pre-Test	X <sup>2</sup>
1	AH	40	1600
2	AHS	40	1600
3	AB	45	2025
4	AS	55	3025
5	AA	55	3025
6	AAF	60	3600
7	ALH	65	4225
8	AF	65	4225
9	ASF	65	4225
10	AB	65	4225
11	AF	65	4225
12	AR	65	4225
13	BA	65	4225
14	DP	65	4225
15	FN	70	4900
16	GR	75	5625
17	GA	75	5625
18	GAM	75	5625
19	HA	75	5625
20	HAS	75	5625
21	HAR	75	5625

22	MW	75	5625
23	MF	80	6400
24	NA	80	6400
25	NAU	80	6400
26	RA	80	6400
27	RS	85	7225
28	RD	85	7225
29	RSY	85	7225
30	SA	85	7225
		<b>2070</b>	<b>147450</b>

$$\sum X_i = 2070$$

$$\sum X_i^2 = 147450$$

So,

$$\begin{aligned}
 S^2 &= \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)} \\
 &= \frac{30(147450) - (2070)^2}{30(30-1)} \\
 &= \frac{4423500 - 4284900}{870} \\
 &= \frac{138600}{870} \\
 &= 159.31
 \end{aligned}$$

B. variant of the VIII-D class is:

<b>No</b>	<b>Students Initial Name</b>	<b>Pre Test</b>	<b>X</b>
2	ANH	45	2025
2	AT	45	2025
3	AAG	45	2025
4	AF	50	2500
5	AS	55	3025
6	DS	60	3600
7	ER	60	3600
8	FS	60	3600
9	FR	60	3600
10	GA	60	3600
11	HD	60	3600
12	HF	60	3600
13	IM	65	4225
14	IL	65	4225
15	IA	65	4225
16	KM	65	4225
17	KM	65	4225
18	LAM	65	4225
19	MM	65	4225
20	MA	70	4900
21	NNR	75	5625
22	NF	75	5625
23	NI	75	5625
24	NH	75	5625
25	NIM	75	5625
26	NK	80	6400
27	RSY	80	6400
28	RN	80	6400
29	RSY	80	6400
30	SR	85	7225
		1965	132225



$$\begin{aligned}
\sum X_i &= 1965 \\
\sum X_i^2 &= 132225 \\
\text{So,} \\
S^2 &= \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)} \\
&= \frac{30(132225) - (1965)^2}{30(30-1)} \\
&= \frac{3966750 - 3861225}{870} \\
&= \frac{105525}{870} \\
&= 121,29
\end{aligned}$$

The formula was used to test hypotheses was:

1. VIII-C and VIII-D

$$\begin{aligned}
F &= \frac{\text{The biggest Variant}}{\text{The smallest Variant}} \\
&= \frac{159.31}{121.29} \\
&= 1.31
\end{aligned}$$

After doing the calculation, the researcher found that F count = 1.31. It had been compared to F table with a 5% and dk numerator and dominator ware same ( $n^2$  and  $n_2 = 30$ ;  $dk = 30 - 1 = 29$ ). From the distribution list F, researcher found that F table = 4.18, cause F count < F table ( $1.31 < 4.18$ ). So, there is no difference the variant between The VIII-C and VIII-D class. it means that the variant is homogenous.

### APPENDIX XIII

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

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left(\frac{1}{n} + \frac{1}{n}\right)}}$$

$$Tt = \frac{58.43 - 58.06}{\sqrt{\frac{(30-1)(296.09) + (30-1)177.81}{30+30-2} \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{58.43 - 58.06}{\sqrt{\frac{(29)(296.09) + (29)177.81}{30+30-2} (0.03 + 0.03)}}$$

$$Tt = \frac{58.43 - 58.08}{\sqrt{\frac{(858661) - 515662}{58} (0.6)}}$$

$$Tt = \frac{0.35}{\sqrt{5913} (0.6)}$$

$$Tt = \frac{0.35}{\sqrt{35.496}}$$

$$Tt = \frac{0.35}{59.5}$$

$$Tt = 0.05$$

Based on researcher calculation result of hypotheses test both of averages, researcher found that t count=0.05 with opportunity (1-a)=1-5%=95% and dk= n1+n2-2=30+30-2=58, researcher found that t table=1.671 cause t count < t table (0.05 < 1.671). So, Ha was Rejected, it means that there is no difference in average between experimental class and control class in pre test.

## APPENDIX XIV

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

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left(\frac{1}{n} + \frac{1}{n}\right)}}$$

$$Tt = \frac{71.5 - 63.47}{\sqrt{\frac{(30-1)(159.31) + (30-1)121.29}{30+30-2} \left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$Tt = \frac{71.5 - 63.47}{\sqrt{\frac{461999 - 351741}{30+30-2} (0.03 + 0.03)}}$$

$$Tt = \frac{71.5 - 63.47}{\sqrt{\frac{110258}{58} (0.06)}}$$

$$Tt = \frac{8.03}{\sqrt{1.901(0.6)}}$$

$$Tt = \frac{8.03}{\sqrt{11.406}}$$

$$Tt = \frac{8.03}{3.37}$$

$$Tt = 2.38$$

Based on researcher calculation result of hypotheses test both of averages, researcher found that t count=2.38 with opportunity  $(1-\alpha)=1-5\%=95\%$  and  $dk = n_1+n_2-2=30+30-2=58$ , researcher found that t table=1.671 cause t count < t table  $(0.31 < 1.671)$ . So,  $H_a$  was Rejected, it means that there is no difference in average between experimental class and control class in post test.

## APPENDIX XV

**GAIN SCORE OF EXPERIMENTAL CLASS AND CONTROL CLASS**

<b>Class</b>	<b>Pre Test Score</b>	<b>Post Test Score</b>	<b>Enhancement</b>	<b>Gain Score</b>
Experimental	52.4	65.1	9.7	8.66
Control	57.98	58.99	1.04	

**APPENDIX XVI****INDICATOR OF SPEAKING IN PRE TEST AND POST TEST****A. Result of Score of Experimental Class in Pre Test and Post Test**

<b>No</b>	<b>Students Initial Name</b>	<b>Pre Test</b>	<b>Post Test</b>
2	AH	25	40
2	AHS	25	40
3	AB	30	45
4	AS	30	55
5	AA	35	55
6	AAF	45	60
7	ALH	45	65
8	AF	50	65
9	ASF	55	65
10	AB	55	65
11	AF	55	65
12	AR	60	65
13	BA	60	65
14	DP	60	65
15	FN	60	70
16	GR	60	75
17	GA	60	75
18	GAM	65	75
19	HA	70	75
20	HAS	70	75
21	HAR	70	75
22	MW	70	75
23	MF	75	80
24	NA	75	80
25	NAU	75	80
26	RA	80	80
27	RS	80	85
28	RD	80	85
29	RSY	80	85
30	SA	80	85

## APPENDIX XVII

### Result of Score of Control Class in Pre Test and Post Test

No	Students Initial Name	Pre Test	Post Test
1	ANH	30	45
2	AT	35	45
3	AAG	35	45
4	AF	40	50
5	AS	40	55
6	DS	40	60
7	ER	45	60
8	FS	45	60
9	FR	50	60
10	GA	50	60
11	HD	50	60
12	HF	55	60
13	IM	55	65
14	IL	55	65
15	IA	60	65
16	KM	60	65
17	KM	60	65
18	LAM	60	65
19	MM	65	65
20	MA	65	70
21	NNR	65	75
22	NF	65	75
23	NI	65	75
24	NH	65	75
25	NIM	70	75
26	NK	70	80
27	RSY	70	80
28	RN	70	80
29	RSY	80	80
30	SR	80	85



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone (0634) 22080 Faximile (0634) 24022

13 April 2021

Nomor : 38 /In.14/E.6a/PP.00.9/04/2021  
Lamp : - -  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M.Ag. (Pembimbing I)  
2. Sri Minda, M.Hum. (Pembimbing II)

di Padangsidempuan.

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi program studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Nur Safitri Simanjuntak  
NIM : 17 203 00021  
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : **The Effect of Audio-lingual Method on Speaking Ability at VIII Grade SMP IT Darul Hasan**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

  
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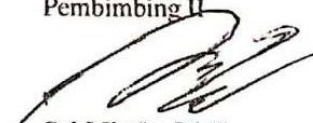
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 Penyelesaian Skripsi

31 Maret 2022

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris  
 IAIN Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nur Safitri Simanjuntak  
 NIM : 1720300021  
 Program Studi : Tadris/Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Audio-Lingual Method on Speaking Ability at VIII Grade SMP IT Darul Hasan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

  
 Dekan  
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 Nomor. 884/SMPIT-DH/V/2022

Yang bertanda tangan di bawah ini kepala SMP IT Darul Hasan Padangsidimpuan :

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 Unit Kerja : SMP Islam Terpadu Darul Hasan Padangsidimpuan  
 Alamat : Jl. Ompu Huta Tunjul, Kel. Hutaimbaru, Kec. P.Sidimpuan Hutaimbaru

Menerangkan bahwa Mahasiswa di bawah ini:

Nama : **NUR SAFITRI SIMANJUNTAK**  
 NIM : 1720300021  
 Judul : *The Effect of Audio-Lingual Method on Speaking Ability at VIII Grade SMP IT Darul Hasan*  
 Program Studi : Tadris/Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Padangsidimpuan

adalah benar telah melakukan penelitian di SMP Islam Terpadu Darul Hasan Kota Padangsidimpuan.

Demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan sebagaimana mestinya.

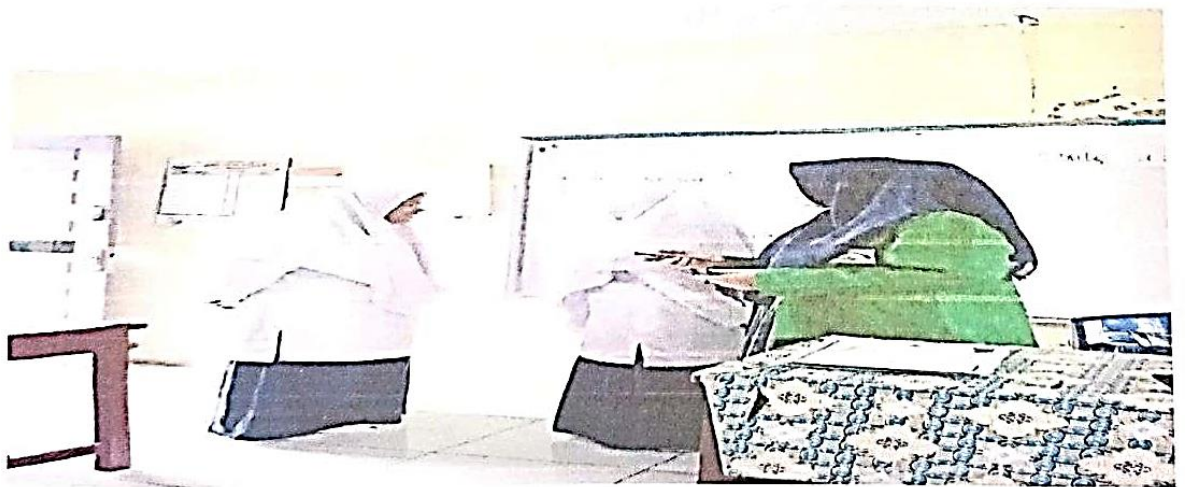
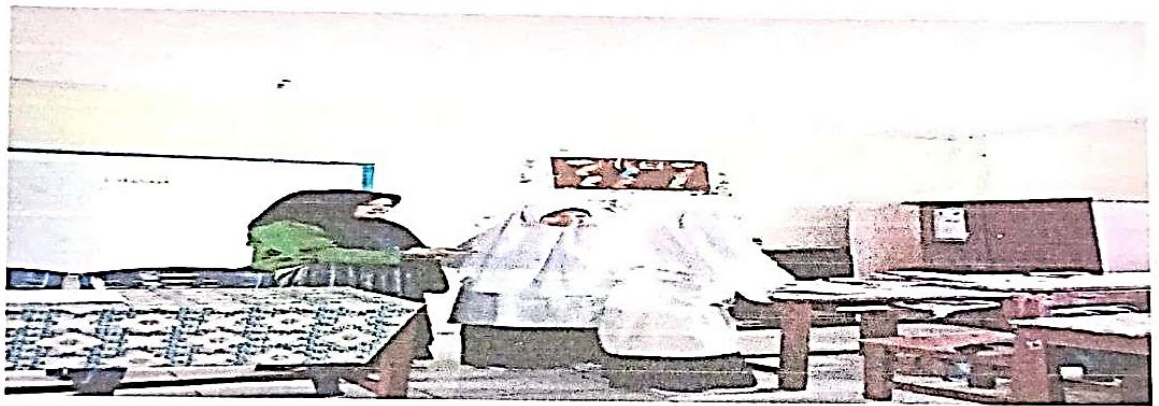
Padangsidimpuan, 31 Mei 2022

Kepala Sekolah,  
  
**Asma Edi Hasan, M.Pd**



DOCUMENTATIONS





## CURRICULUM VITAE



### A. Identity

Name : Nur Safitri Simanjuntak  
 Reg. No : 1720300021  
 Place and birthday : Situngir 31 Januari 1999  
 Sex : Famele  
 Religion : Islam  
 Address : Desa Simangalam Dusun Situngir Stasiun Kec.Kualuh Selatan.Kan Labuhanbatu Utara

### B. Parents

Father's Name : Burhanuddin Simanjuntak  
 Mother's Name : Murniati Panjaitan

### C. .Educational Background

1. Graduated From Elementary School In SDN 118389 Sitngir from 2005-2011
2. Graduated from junior high school in MTSN Damuli Pekan from 2011-2014
3. Graduated from senior high school in MAN Damuli kebun from 2014-2017
4. Be university student in state islamic university Syekh Ali Hasan Ahmad Addary Padangsidimpuan