

**TEACHING SPEAKING TO THE THIRD GRADE STUDENTS OF SD IT  
KAUTSAR ILMU TANJUNG RAJA BY USING AUDIO LINGUAL  
METHOD**

**A Thesis**

**By**

**Hardiyanti Rukmana**

**06011381320028**

**English Education Study Program**

**Language and Arts Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2019**

**TEACHING SPEAKING TO THE THIRD GRADE STUDENTS OF SD IT  
KAUTSAR ILMI TANJUNG RAJA BY USING AUDIO LINGUAL METHOD**

**A thesis by**

**HARDIYANTI RUKMANA**  
**Student number 06011381320028**  
**English Education Study Program**  
**Language and Arts Education Department**

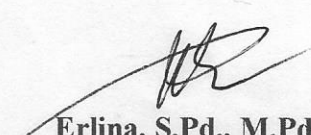
**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

**INDRALAYA**

**2019**

**Approved by,**

**Advisor 1,**

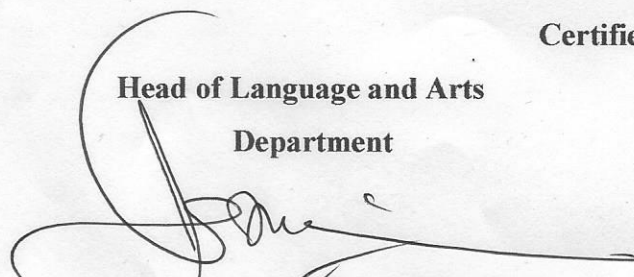
  
**Erlina, S.Pd., M.Pd., M.Ed.**  
**NIP. 19740909200012200**

**Advisor 2,**


  
**Dra. Rita Hayati, M.A.**  
**NIP. 196006161988032002**

**Certified by,**

**Head of Language and Arts  
Department**

  
**Dr. Didi Suhendi, S.Pd., M.Hum**  
**NIP 196910221994031001**

**Coordinator of English Education  
Study Program**

  
**Hariswan Putra Jaya. S.Pd., M.Pd.**  
**NIP.197408022002121003**

This thesis was defended by the writer in the final program examination and was approved by the examination committee on:

Day : Thursday

Date: July 25, 2019

**EXAMINATION COMMITTEE APPROVAL:**

1. Chairperson : Erlina, S.Pd., M.Pd., M.Ed. 

2. Secretary : Dra. Rita Hayati, M.A. 

3. Member : Bambang A. Loeneto. M.A., Ph.D. 

4. Member : Dedi Kurniawan, S.P.d., M.Pd. 

5. Member : Hesti Wahyuni Anggraini, S.Pd., M.Pd. 

Palembang, July 25, 2019

Certified by

Head of English Education Study Program,



Hariswan Putera Jaya, S.Pd.,M.Pd.

NIP. 197408022002121001

## DECLARATION

I, the undersigned,

Name : Hardiyanti Rukmana  
Place, date of birth : Sungai Pinang, April 9<sup>th</sup>, 1995  
Student's Number : 06011381320028  
Study Program : English Education

Certify that thesis entitled "Teaching Speaking to The Third Grade Students of SD IT Kautsar Ilmi Tanjung Raja By Using Audio Lingual Method" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 2019

The Undersigned,



Hardiyanti Rukmana

06011381320028

**This thesis is dedicated to:**

✚ My beloved parents.

Abah Baidowi and ibunda Zaiti, jazakumullah for every supporting and praying me in every step that I take. You make me believe that I could pass all. You are the best. I do love you dunya wal akhirat.

✚ My beloved sisters and brothers, yuk Dian, Kak Rudi, kak Zali, and yuk Lela.

Thank you for your supporting and helping me everytime.

✚ All my lecturers

Thank you so much for guidance you've given on me.

✚ My beloved friends and all my classmate '13

Thank you for your friendships, helps, and great time we had together.

✚ The headmaster, all teachers and students (especially III Al-Aqso and III Quba) of SD IT KAUTSAR ILMU Tanjung R aja in Academic year 2018-2019. Thank you for your time go finish of the thesis.

**“Innallaha Ma’ana ALLAH is always with us..**

**Man Jadda wa Jada! “**

## **ACKNOWLEDGEMENTS**

This thesis was written to fulfill one of the requirements for the Sarjana degree at the Faculty of Teacher Training and Education, Sriwijaya University. This thesis was written based on the research that the writer conducted at SD IT KAUTSAR ILMI Tanjung Raja. The writer would like to express her appreciation to anybody who had given her assistance during the time when she was working on her thesis.

First, the writer would like to thank ALLAH SWT the Almighty, for giving her the strength to finish her thesis. Furthermore, the writer would like to express her deepest gratitude to her two advisors, Erlina, S.Pd., M.Pd., M.Ed and Dra. Rita Hayati, M.A for their suggestions, guidance and encouragement in writing this thesis. She also likes to express her gratitude to the Head of English Education Study Program, the Head of Language and Art Education Department, the Dean of Faculty of Teacher Training and Education, and to all lecturers who taught during her study at faculty.

In addition, the writer would like to express her gratitude to the headmaster of SD IT KAUTSAR ILMI Tanjung Raja, the English Teacher, the staff members and the beloved students especially third grade students for their help and cooperation in collecting the data for this thesis. Last but not least, the writer would like to express her deepest gratitude to her parents, sisters and brother for always supporting her in every step she takes. Finally, the writer accepts any comments and suggestions dealing with the content of this thesis.

The writer,

Hardiyanti Rukmana

## TABLE OF CONTENTS

	<b>Page</b>
TITLE PAGE.....	i
APPROVAL .....	ii
COMMITTEE APPROVAL.....	iii
DECLARATION OF PLAGIARISM.....	iv
DEDICATION .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS .....	vii
LIST OF APPENDICES .....	x
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
ABSTRACT .....	xiii

### **I. INTRODUCTION**

1. 1 Background.....	1
1. 2 The Problem of the Study .....	4
1. 3 The Objective of the Study .....	4
1. 4 The Significance of the Study .....	4

### **II. LITERATURE REVIEW**

2. 1 Defining Speaking .....	5
2. 2 Speaking Abilities for Young Learners .....	5
2. 3 The Types of Speaking .....	6
2. 4 The Concept of The Audio Lingual Method .....	7
2. 5 The Application of Audio Lingual Method .....	10
2. 6 Role of Instruction Material .....	12

2. 7 Other Previous Related Studies .....	13
2. 8 The Hypothesis of the Study .....	14

### **III. METHOD AND PROCEDURE**

3. 1 Method .....	15
3. 2 Variable of the Study .....	16
3. 3 Operational Definitions .....	16
3. 4 Procedure of the Study .....	17
3. 5 Teaching Materials .....	18
3. 6 Population and Sample .....	22
3. 6. 1 Popilation .....	22
3. 6. 2 Sample .....	23
3. 7 Data Collection .....	24
3. 7. 1 Research Instrument .....	24
3. 7. 2 Validity .....	28
3. 7. 3 Reliability .....	30
3. 8 Data Analysis .....	30

### **IV. FINDING AND INTERPRETATIONS**

4. 1 The Finding of the Study .....	32
4. 1. 1 Result of the Pre-test and Post-test on Listening Skill of the Sample Students of the Experiments Group .....	32
4. 2 The Statistical Analyses .....	34
4. 2. 2 The Statistical Analysis on Experiment Group .....	34
4. 3 The Interpretation of the Study .....	35

### **V. CONCLUSIONS AND SUGGESTIONS**

5. 1 Conclusion .....	36
5. 2 Suggestion .....	36



**REFERENCES** .....37

**APPENDICS**

## **LIST OF APPENDICES**

<b>Appendix A</b>	<b>Teaching Materials</b>
<b>Appendix B</b>	<b>Lesson Plan</b>
<b>Appendix C</b>	<b>Materials of Pre-Tes and Post-Test</b>
<b>Appendix D</b>	<b>Materials of Experimental Group</b>
<b>Appendix E</b>	<b>Usul Judul Skripsi</b>
<b>Appendix F</b>	<b>Surat Permohonan Pengambilan Data</b>
<b>Appendix G</b>	<b>Surat Permohonan Bantuan Penelitian</b>
<b>Appendix H</b>	<b>SK Pembimbing</b>
<b>Appendix I</b>	<b>Consultan Card</b>
<b>Appendix J</b>	<b>Surat Izin Penelitian dari Dinas Pendidikan, Pemuda dan Olahraga</b>
<b>Apendinx K</b>	<b>Surat Keterangan Telah Mengadakan Penelitian</b>
<b>Appendix L</b>	<b>Silabus SD</b>
<b>Appendix M</b>	<b>Attendance List Students of Experimental and Control Group</b>
<b>Appendix N</b>	<b>The Reliability of the Test</b>
<b>Appendix O</b>	<b>The Validity of the Test</b>
<b>Appendix P</b>	<b>The Result of The Task</b>
<b>Appendix Q</b>	<b>The Total Scores of Students' Scores</b>
<b>Appendix R</b>	<b>The Table of Paired t-test of Pre-test and Post-test Experimental Group</b>
<b>Appendix S</b>	<b>The Table of t-test</b>
<b>Appendix T</b>	<b>Surat Keterangan Pengolahan Data</b>

## LIST OF TABLES

	<b>Page</b>
<b>Table 1:</b> Teaching Materials .....	<b>18</b>
<b>Table 2:</b> The Population of The Study.....	<b>23</b>
<b>Table 3:</b> The Sample of The Study .....	<b>24</b>
<b>Table 4:</b> Speaking Assessment .....	<b>25</b>
<b>Table 5:</b> Validity Test Item .....	<b>29</b>
<b>Table 6:</b> Paired Samples Statistics .....	<b>32</b>
<b>Table 7:</b> The Score Distribution on Speaking Skill of the Sample Student of the Experimental Group .....	<b>33</b>
<b>Table 8:</b> The Results of Paired Sample T-Test of Pre-Test and Posttest.....	<b>34</b>

**LIST OF FIGURES**

	<b>Page</b>
<b>Figure 1 The Percentage of Pre-Test and Post-Test in the Experimental Group.....</b>	<b>34</b>

# **TEACHING SPEAKING TO THE THIRD GRADE STUDENTS OF SD IT KAUTSAR ILMU TANJUNG RAJA BY USING AUDIO LINGUAL METHOD**

---

## **ABSTRACT**

The development of education in the world gives a lot of opportunities of people around the world in various ways. When, students are considered, running education especially for the purpose of bright children in the world and a nation, not exception in Indonesia. To get an educational opportunity to the fullest for academic achievement, it needs to be known for students's attitude to education. This research is done to know the relationship between attitude to education. This research is done to know The Implementation of Audio Lingual Method in Teaching Speaking to the Third Grade Students of SD IT Kautsar Ilmi Tanjung Raja. Sampling technique is also known as purposive sampling is selected as a sample. This research instrument is an attitude to education in large questions of language and comulative GPA students. The result of Paired Sample Test was shown that the value of t-obtained was 5.436, at the significant level  $p 0.00 < 0.05$  in two tailed testing with  $df = 19$ , while the critical value of t-table was 2.093.

**Keywords:** *Attitude to Education, Academic Achievement, Audio Lingual Method.*

---

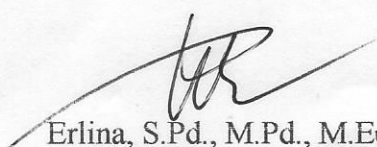
A Thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University


Name : Hardiyanti Rukmana  
NIM : 06011381320028

Approved by

Advisor 1

Advisor 2

  
Erlina, S.Pd., M.Pd., M.Ed.  
NIP. 19740909200012200

  
Dra. Rita Hayati, M.A.  
NIP. 196006161988032002

Certified by  
Coordinator of English Education Study Program

  
Hariswan Putera Jaya, S.Pd., M.Pd.  
NIP. 197408022002121003

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language is a means of communication with each other so that people need to learn a language. By using language, a person can express his or her thoughts, feelings, ideas, and desires. English is known as an international language used in many countries. Therefore, it is important to learn and be able to listen and speak English.

Nowadays, Indonesian government is trying to improve the quality of education. One of the important thing is English education. In Indonesia, English is the first foreign language taught as a compulsory subject for high school and college students. At elementary schools, English has been introduced as a local content subject to the third grade pupils, especially for private schools. The students of junior high school should master more or less 1000 words (Dapartment of Education, 2002,p.3), but the students at elementary should master more or less words (Saleh, 1992,p.2).

According to the local educational authorities of South Sumatra 2002, the goals of English teaching in elementary school are as follows:

- a. To give students a basic knowledge of vocabulary and simple English structure, reading ability, listening and speaking ability related to the objects and environment.
- b. To enable students to communicate actively in English or at least display some general understanding of English.

Speaking is an interactive process in which the speaker and receiver are exchanging their information each other (Brown, 1994; Burns & Joyce, 1997). To be able to communicate in English is the goal of the teaching English in Indonesia (Depdiknas, 2003).

Based on the writer's experience in EYL (English for Young Learner) teaching practice at SD IT Kautsar Ilmi Tanjung Raja students did not have good performance in English, especially in speaking skill. Oxford and Scarcella (1994) suggest that vocabulary learning strategies help users of a foreign language (FL) reach a certain number of remembered words. In addition, considerable research has been done on language learning strategies and various learner variables affecting the choice and use of learning strategies in language learning. When there is a relationship between learners' characteristics and their choice of learning strategies, it can be useful to deal with these characteristics in such a way that learners use those strategies that facilitate learning. As previously mentioned by Ur (1996), Scarcella and Oxford (1994, p. 165), and Florez (1998) in terms of the problems in speaking, to introduce the material of speaking to the third graders of SD IT Kautsar Ilmi Tanjung Raja are how to learn speak English by oral drills practice. So the writer needs to teach the young learner in some aspects. There are inhibition, vocabulary mastery, pronunciation, and grammar. SD IT Kautsar Ilmi Tanjung Raja, English lesson was taught once a week. It means that the third grade students had one meeting to learn English every week. It was taught by using repetition method. The teacher read some sentences or dialogues then the pupils repeated.

Speaking skill as one of the language skills has an important role in language. Giving beginners lots of speaking practice before asking them to speak is more beneficial than getting them to speak from the very first stage. Speaking alone is not enough, the availability of speaking material is very helpful for the students. In the earliest stage of learning, the students need to be given help in identifying where sentences, phrases, and words begin and end. In other words, they need help in recognizing some of the structures of the language. The teacher can help them to do this by isolating word from their sentence context and putting them back into phrase or sentences again.

Audio-lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the

target language communicatively. The purpose of the drills is to breakdown the troublesome sentences into smaller part. Drilling is a key feature of audio-lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice (Brown, 1998,p.137). The method focuses on the forming of habits by repeat the sentence(s) again and again (not creativity).

The function of the teacher is not to tell the students what they should learn, but to help them to select what they want to learn. The teacher becomes a facilitator of learning of personal and social change by assisting the development at those points where help is requested. Teacher should have at their fingertips a set of exercises, task or activities that they can use with their classes whenever they may need English. It is really pleasure and positive experience to try various classroom activities because successful lessons depend on the use of a variety of teaching methods. In teaching speaking, the teacher can use audio lingual method. Audiolingualism has scientific foundation which clearly links between theory and practice. It was, in fact, the first approach which could be said to have developed a ‘technology’ of teaching based on ‘scientific’ principles. One of the interesting aspects of language teaching methodology over the past thirty years or so has been the relationship between theory and research in disciplines such as linguistics, psychology, sociology, and language teaching. The principle rationale of Audiolingualism was derived from Behaviorist Psychology and Structural Linguistics ( Fauziati, 2002, p.28 ).

Based on the problems, the writer is interested to do a research entitled “The Implementation of Audio Lingual Method in Teaching Speaking to the Third Grade Students of SD IT Kautsar Ilmi Tanjung Raja.”



## **1.2 The Problems of the Study**

The problems of this study are as follow:

1. Is there any significant improvement in speaking achievement of the third graders of SD IT KAUTSAR ILMI Tanjung Raja after they are taught by Audio Lingual Method using oral drills practice.
2. Is there any significant difference in speaking achievement between the students who are taught by Audio Lingual Method using oral drills practice and those who are not?

## **1.3 The Objectives of this Study**

The Objectives of this Study are:

1. To find out the significant improvement in speaking achievement of the third graders of SD IT KAUTSAR ILMI Tanjung Raja after they are taught by Audio Lingual Method using oral drills practice.
2. To find out the difference in speaking achievement between the students who are taught by Audio Lingual Method using oral drills practice and those who are not.

## **1.4 The Significance of the Study**

The writer expects this study can provide the information concerning Audio Lingual Method Oral Drills Practice, and hopes this study can be beneficial to the English teachers of third graders of SD IT KAUTSAR ILMI Tanjung Raja. The writer also expects that there will be an improvement in speaking achievement of the third graders of SD IT KAUTSAR ILMI Tanjung Raja after they are taught by Audio Lingual Method using oral drills practice. Moreover the writer also wants the result of this study can be a reference for further studies to come.

## REFERENCES

- Arikunto, S. (2006). *Procedure Penelitian Suatu Pendekatan Paktik*. Jakarta: PT Rineka Cipta, p. 158.
- Bushra, W. (2001). *The Principles of Audio Lingual Method*. Malang: Konsorsium Sertifikasi Guru and Malang State University.
- Dinas Pendidikan Nasional. (2002). *Kurikulum Muatan Lokal Sekolah. Dasar: Acuan Pengembangan GBPP Pedoman Pelaksanaan*. Provinsi Sumatera Selatan.
- Brown, D. H. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown. A and Dowling. P.1998. *Doing Research/Reading Research: A mode of Interrogation for Education*. London: The Falmer Press.
- Burns, A & Joyce, H. (1997). *Focus on Speaking*. Sydney: National center for English Language Teaching and Research.
- Bygate, M. (1998). Theoretical Perspectives on Speaking. *Annual Review of Applied Linguistics*, 18(1), 20-42. doi: 10.1017/S0267190500003469
- Cornbleet, S. and Carter, R. (2001). *The Language of Speech and Writing*. London: Routledge.
- Cresswell, J. W. (2012). *Educational Research: Planing, conducting, and evaluating quantitative and qualitative research* (4<sup>th</sup> ed). Upper Saddle River, NJ: Pearson.
- Eckard, R. & Kearny, M. (1981). *Teaching Conversational Skills in ESL*. Washington: Center of Applied Linguistics. English Language Teaching and Research.
- Fauziaty, E. (2002). *Teaching English as a Foreign language (TEFL)*. Surakarta: Muhammadiyah University Press.

- Florez, M. A. (1999). "Improving Adult English Language Learners' Speaking Skills". ERIC Digest. (ERIC Document Reproduction Service No. ED: 435204)
- Harris, D. P. (1969). *Testing English as a Second Language*. New York: McGraw-Hill.
- Morley, J. (1984). *Language Learning in ESL Developing Self-study Activities. For Speaking Comprehension*. Englewood clifts, NJ: Prentice hall Inc.
- Nunan, S. (1989). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Richards, J. (2008), Teaching speaking theories and methodologies, retrieved from 15 June 2011 from <http://www.fltrp.com/DOWNLOAD/0804010001.pdf>
- Scarcella, R. C. & Oxford, R. L. (1994) Second Language Pronunciation: "The State of the Art in Instruction". *System*, 22 (2), 165.
- Saleh, Y. (1992). *Teachniques for Teaching English as Foreign Language*. Palembang: Language Education and Art Department, Sriwijaya University.
- Tuckman, B. W. (1978). *Conducting Educational Research* (2<sup>nd</sup> ed). San Diego, CA: Harcourt Brace Jovanoich Publisher.
- Wallen, N. E., & Fraenkel. J. R. 1991. *Educational research: A guide to the process*. United Stated of America: McGraw Hill. Inc.
- Ur, P. (1996). *A course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press.