TEACHING LEARNING SPEAKING BY USING AUDIO-LINGUAL METHOD TO YOUNG LEARNERS (A Study at the Fifth Grade of SD Islam Al - Azhar 29 BSB City Semarang)

THESIS

Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Education in English Language Education

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WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2019

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Name of the Students	: Refita Rachma Vinasih
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Field of Study	: English Language Teaching

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ABSTRACT

Title : TEACHING LEARNING SPEAKING BY USING AUDIO-LINGUAL METHOD TO YOUNG LEARNERS (A Study at the Fifth Grade of SD Islam Al - Azhar 29 BSB City Semarang)

Writer : Refita Rachma Vinasih

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This thesis discussed teaching and learning English speaking to young learners by using Audio-Lingual Method at the fifth grade of SD Islam Al-Azhar 29 BSB City Semarang. The objectives of this study is to investigate the implementation of Audio-Lingual Method in teaching speaking to young learners at the fifth grade of SD Islam Al-Azhar 29 Semarang in terms of the process teaching and learning speaking by using Audio-Lingual Method to young learners. This study used descriptive qualitative. The data were collected by three techniques; observation, interview, and documentation. These descriptions were analyzed based on the procedures, techniques and principles of Audio-Lingual Method in teaching and learning speaking process in young learners' education. The results of this study can be stated as follows: the process of teaching learning speaking by using Audio-Lingual Method to young learners at the fifth grade of SD Islam Al Azhar 29 BSB City Semarang has been conducted very well. The teaching and learning speaking process did run well because the students looked enjoy when the teacher showed the video of conversation and then the students imitated the video of conversation after the teacher gave example how to pronounce the English words. In the process of teaching, the teacher focused on the imitation and repetition of the words or sentences until the students can pronounce some words well. The teacher always correct the students'

mispronunciation directly without blaming. Sometimes, imitation and repetition drill make students bored, especially for smart students. So many repeating the English words and the sentences in this method but without paying attention pattern of grammar. It's better for teacher of young learner to teach English speaking more creatively and variously by using some techniques of Audio-Lingual Method that can be implemented.

Key words; *Audio-Lingual Method, Teaching Speaking, Young Learners*

MOTTO

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِن كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

And remember! your Lord caused to be declared (publicly): "If you are grateful, I will add more (favours) into you; But if you show ingratitude, truly My punishment is terrible indeed."

(Q.S Ibrahim verse: 7)[1]

"The Best or Nothing" – Tagline Mercedes Benz

"Whatever doesn't beat you simply makes you stronger"

[1] Abdullah Yusuf Ali, *The Holy Qur'an (Koran)* (The King Fahd Holy Qur'an Printing Complex, 1987).

DEDICATION

The final project is dedicated to:

My beloved parents (Mr. Suyatno and Mrs. Rihyati) who always support me in finishing my study, in every my way they pray, in every my fall they take care, in every my tears they amuse, in every my dream they support.

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All praise be to almighty Allah Who always gives His blessing upon the researcher in her life and enabled her to accomplish this thesis entitled "TEACHING LEARNING SPEAKING BY USING AUDIO-LINGUAL METHOD TO YOUNG LEARNERS (A Study at the Fifth Grade of SD Islam Al - Azhar 29 BSB City Semarang)". The prayer and salaam are always offered to the prophet Muhammad, the noblest creature ever. In this opportunity, the researcher extends her gratitude to:

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Finally, the researcher realizes that this thesis is far from being perfect. Therefore, the researcher will happily accept constructive

criticism in order to make it better. The researcher expects that this thesis may be helpful for all. Aamiin.

Semarang, July 15th 2019

The writer,

Refita Rachma Vinasih

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CHAPTER I
INTRODUCTION

This chapter presents the background of the study, the reasons for choosing the topic, questions of the study, objectives of the study, scope of the study and significances of the study.

A. Background of the Study

Language is a device that is used to share opinion and idea with others. Without language, people cannot interact and communicate with others in public. According to Derewianka "People use language to express their mind, wishes, and ideas".[2] Through language we can get and give information. People can transfer and express knowledge using language. Ramelan says: "…the use of language enables the members of a social-group to cooperate with one another for their own benefits. Language has to be learned and used in a social community, without which the existence of language is beyond understanding".[3] If people cannot communicate with language, they will feel difficult to reveal their idea. The language is also needed for the people to sharing the information.

Every region has many various language, it makes the people have different dialect. Jeffery in Jack C. Richards states that a

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[2] Beverly Derewianka, *Exploring How Texts Work* (Australia: Primary English Teaching Association, 1990), p.3.

[3] Ramelan, *Introduction to Linguistic Analysis* (Semarang: IKIP Semarang Press, 1992), p.14.

language is so complex that selection from it is always one of the first and most difficult problems of anyone who wishes to teach it systematically.[4] English is the language that is used by majority people in the world. As we know many books of sciences, technologies, literatures, films are used in English. Beside that English is also used to communicate with foreign people. So, speaking skill is the important skill that must be mastered by students. Speaking is an activity where the people reveal their idea or opinion in public or indoor. "Speaking is talking to somebody about something use voice to say something".[5] It means that foreign language must be mastered to communicate with people from different nationality.

Speaking skill consists of pronunciation, grammatical, vocabulary, listening. Harris (1981) defines that speaking skill requires the simultaneous use of different abilities and speaking has five components such as pronunciation, grammar, vocabulary, fluency, and comprehension.[6] In speaking there are many components to speak fluently, right and fast. According to Chaney (1998), speaking is the process of making and sharing meaning by

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[4] Jack C Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2011), p.6.

[5] Scott Thornburry, *How to Teach Speaking* (England: Pearson Educatinal Limited, 2005), p.1.

[6] Oseno Gudu Benter, "Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya," *International Journal of Education and Practice* 6, no. 35 (2015): 55.

using verbal and non-verbal symbols in different contexts.[7] English in Indonesia as a foreign language (EFL) is not easy for students to practice. The teacher doesn't only motivates students but also uses the appropriate technique in teaching English speaking. In addition, Allah has explained in the Al-Qur'an surah An-Nahl verse 125:

ٱدۡعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلۡحِكۡمَةِ وَٱلۡمَوۡعِظَةِ ٱلۡحَسَنَةِۖ وَجَٰدِلۡهُم بِٱلَّتِي هِيَ أَحۡسَنُۚ إِنَّ رَبَّكَ هُوَ أَعۡلَمُ بِمَن ضَلَّ عَن سَبِيلِهِۦ وَهُوَ أَعۡلَمُ بِٱلۡمُهۡتَدِينَ

(١٢٥)

"Invite to the way of your lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, of your lord is most knowing of who have strayed from his way, and he is most knowing of who is (rightly) guided".[8]

Based on Qur'an verse above, as the lecturer should teach their students by using the best way. The teacher don't allowed snap at the students. It means the teacher must to make the students understand in the learning process. One of way to teaching that is using appropriate learning method.

Teaching speaking involves utilizing a wide variety of activities, tasks, physical conditions, supportive environment, effort, time, energy on the side of the teacher, motivational factors, and so on to be taken into consideration. While Speaking is a

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[7] Lai Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 5, no. 30 (2017): 35.

[8] Ministry of Religious Affairs, *The Holy Al-Qur'an and Translation* (Jakarta: Almahira, 2015), p.281.

productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.[9] In speaking activity, the people not only memorize the vocabulary but also they must be fluent in pronunciation. Besides that, the sentence that they pronounce must be right and clear. So, in the learning speaking, the teacher must be creative choose the way to make students understand about speaking.

English is taught from elementary school up to University. The students have learned English for several years, but they still have difficulty in English speaking. They lake of confidence to speak English.[10] Therefore, the teacher should uses appropriate method to teach speaking for young learners. In this research, the researcher would like to do research in SD Islam Al Azhar 29 BSB City Semarang. In that school, the teacher used Audio-Lingual Method to teach speaking. The researcher is really interested doing research in that school because the teachers have experiences in teaching speaking by using Audio-Lingual Method. The principle of implementing Audio-Lingual is giving the students more

[9] H Douglas Brown, *Language Assessment* (USA: Pearson Education, 2004), p.140.

[10] Zuhrotun Samawiyah and Muhammad Saifuddin, "Phonetic Symbols through Audiolingual Method to Improve the Students' Listening Skill," *Dinamika Ilmu* 16, no. 1 (2016): 38.

chances on practice where they can drill what they have got can be through repetition, transformation, and also translation.

In the teaching and learning English, there is category of young learners. The students of elementary school are still categorized as young learners. That is about 8-12 years old.[11] The characteristics of young learners, they like conversation to interact and talk about what they have. Students who learn English in Indonesia need to practice speak English. In learning English, teacher should give model that sufficient.[12] Hence, the Audio-Lingual Method is one of appropriate method for young learners that chosen by English teacher of SD Islam Al Azhar 29 BSB City Semarang. By using this method, the students will be given many drill and practice by teacher to repeating and imitating what they see. In this method, teacher as a model for students. Based on the information from the teacher of SD Islam Al Azhar 29 BSB City 29 Semarang, the school has got an accreditation and some students won some English Competition. In the other hand, there are students still have problems in speaking skill. They lack of confidence to speak. As the researcher said above that the teacher of SD Islam Al Azhar 29 BSB City Semarang can solve the problem in teaching English Speaking by using Audio-Lingual Method. The

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[11] Abdulvahit Çakır and Nazlı Güngör Müzeyyen, "Pre-Service Teachers‟ Evaluations of Practices in Teaching English to Young Learners in Terms of 21st Century Teacher Qualifications," *International Journal of Language and Linguistic Studies* 13, no. 1 (2017): 245.

[12] Kasihani K.E Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2007), p.20.

teacher motivates the students to speak, through the various techniques of Audio-Lingual Method. In this research. The researcher would like to describe the process of teaching learning speaking by using Audio-Lingual Method to young learners at the fifth grade of SD Islam Al Azhar BSB City 29 Semarang.

B. Reason for Choosing the Topic

There were some reasons for choosing the topic. Those were as follows:

1. The audio-lingual method is a traditional method that is still used today in a good school like SD Islam Al Azhar 29 BSB City Semarang.
2. Speaking is the difficult skill for young learners, so speaking must be taught for young learners structurally. Speaking skill could be mastered by doing practices and habitually, so the English teacher in SD Islam Al Azhar 29 BSB City Semarang is still used Audio-Lingual Method that has characteristics like imitation and repetition.

Based on the case above, researcher wants to know the process of teaching learning speaking by using Audio-Lingual Method to young learners.

C. Research Questions

The problem of this research is focused on:

1. How is the process of teaching learning speaking by using Audio-Lingual Method to young learners?

D. Objectives of the Study

This research is intended to meet the following objectives:

1. To describe the process of teaching learning speaking by using Audio-Lingual Method to young learners.

E. Scope of the Study

This research observed the process of teaching speaking by using Audio-Lingual Method at the fifth grade of SD Islam Al-Azhar 29 BSB City Semarang. There are many interesting aspect to be analyzed, but the researcher only focused on teaching learning speaking by using Audio-Lingual Method. In this research, show the materials, media and techniques of Audio-Lingual Method in teaching speaking to young learners..

F. Significances of the Study

This research, there are two significances. They are theoretical significances and practical significances. The significances is as follows:

1. Theoretically

   The results of this research is expected to be a reference to improve the understanding of language issues about Audio-Lingual Method and give great knowledge and positive contribution to the employing Audio-Lingual Method in teaching speaking to young learners.

2. Practically

   The result of this study hopefully is useful to provide input for:

1. For the researcher

   The researcher can get large knowledge and experience about how to teach speaking using Audio Lingual Method, especially to teach young learners.

2. For lecturer

   The findings can be used as source of information and knowledge about the kind of teaching methods especially in teaching speaking and also it can be implemented by the teacher in teaching and learning English especially in speaking skill to young learners.

3. For the Student of English Department

   The findings can be used as way to improve speaking skill for young learners who have sort of difficulties in learning English speaking skill.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter highlights three main points (i) previous studies of the research, (ii) theoretical review, (iii) conceptual framework which ideally discussed the process of Teaching Learning Speaking by Using Audio-Lingual Method to Young Learners.

A. Previous Studies

To develop the fundamental analysis, the researcher presented the previous study dealing with the topic. There are some previous researches which has some the similar subject, object or teaching technique but in this research, the researcher takes some of the researches related to the research.

The first previous research is *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, (2017) thesis by Uswatun Khasanah.*[13] The researcher investigated the implementation of Audio-Lingual Method in teaching learning speaking at the first semester of the eighth grade. The purposes of this study are to know the process of teaching learning speaking by using Audio-Lingual Method, the problems of

[13] Uswatun Khasanah (1211040149) Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung, *Thesis*, "Teaching Learning Speaking by Using Audio-Lingual Method at the First Semester of the Eight Grade at SMP N 9 Bandar Lampung in the Academic Year of 2017/2018," 2017.

teaching speaking by using Audio-Lingual Method by the teacher and the students. The researcher employed a qualitative research.

The finding of this research were the teaching and learning process in speaking through Audio-Lingual Method did not run effectively because 1) some students felt shy to speaking 2) looked busy with their own activity, such as chatting with their friends but some students looked interested in teaching and learning process 3) the teacher followed all the steps of Audio-Lingual Method but the teacher looked difficult to handle the class because the students were very passive to speaking 4) the students had difficulties in pronouncing and memorizing the meaning of words. The conclusion in this study show that the many problem faced by students like students did not want to come forward.

The similarities in this research are on the method used, the research is using Audio-Lingual Method as the teaching learning process in the classroom, teaching and learning in speaking skill and the research design is qualitative method. The differences are in institution, where the researcher conducted the research in elementary school while the previous researcher conducted the research in junior high school and objectives of the study, where the researcher investigated about the implementation of Audio-Lingual Method and strengths and weakness in the implementation of Audio-Lingual Method.

The second previous study is *Using Audio Lingual Method to Improve Students Pronunciation Ability of Darul Mahdiah Private*

School, (2016) by Kuni Hikmah Hidayati.[14] The researcher investigated using Audio-Lingual Method to improve Thai student pronunciation. The aim of this study is to find out how the use Audio-Lingual Method through repetition drill technique improves Thai students' pronunciation ability. This study is a classroom action research.

The results of this study show that in cycle 1, the students did not practice the pronunciation perfectly due to the punctuality of the teaching could not be as what had been planned, the Audio Lingual Method through repetition drill technique helped the students get used to pronounce words intelligibly. The conclusion in this study show that drilling the students' pronunciation resulted the students' independence to practice by themselves after class and bravery to try practicing something hard.

The similarities in this research is on the method used, the research is using Audio-Lingual Method as the teaching learning process in the classroom. Besides that, there are different thing where the researcher conducted the research in formal school while the previous researcher conducted the research in private school, the researcher choose speaking skill while the previous researcher chooses pronunciation ability and this research design is qualitative research while previous research is classroom action research.

[14] Kuni Hikmah Hidayati, "Using Audio Lingual Method to Improve Students Pronunciation Ability of Darul Mahdiah Private School," *Journal of English Language, Literature, and Teaching* 1, no. 1 (2016): 10.

The third previous study is *Improving Listening Comprehension Skill of the Second Year Students through Audio-Lingual Method, (2016) by Meti Sri Astuti, Mochtar Marhum, Erniwati.*[15] The researcher investigated to find out whether the use of the Audio-Lingual Method can improve listening comprehension skills of the second year students of MTS N Taipa. The purposes of this study are to know students' progress after receiving treatment and the effectiveness of the Audio-Lingual Method in improving listening comprehension skills. A quasi-experimental was applied as the design of this research that is the non-equivalent control group design.

The result of this study shows that pre-test was to test the prior ability of the students in listening comprehension skills. Post-test was to measure the students' progress after receiving treatment and the effectiveness of used Audio-Lingual Method in improving listening comprehension skills. This study concludes that Audio-Lingual Method is quite effective in improving students listening comprehension skills of the second year students of Madrasah Tsanawiyah Negeri Taipa. This method promotes a lively classroom environment, which support students to be active listener.

The similarities in this research is on the method used, the research is using Audio-Lingual Method as the teaching learning

[15] Meti Sri Astuti, Mochtar Marhum, and Erniwati, "Improving Listening Comprehension Skills of the Second Year Students through Audio-Lingual Method," *E-Journal of English Language Teaching Society (ELTS)* 4, no. 1 (2016): 12.

process in the class room. The differences in this study are the researcher choose speaking skill while the previous researcher choose listening skill, this research design is qualitative research while previous research is an experimental research, this study will conduct at elementary school while the previous research conducted at junior high school.

The fourth previous study is *The Effect of TPR and Audio-Lingual Method in Teaching Vocabulary Viewed from Students' IQ*, (2017) by Anita Dewi Ekawati.[16] The researcher investigated the effect of Total Physical Response (TPR) on elementary school students' English vocabulary mastery with regards to their Intelligence Quotient (IQ). The purposes of this study is to know the interaction between the teaching method and IQ in teaching vocabulary. The design of this study was quasi experimental research.

The results of this study showed that TPR was more effective than ALM for teaching vocabulary. In TPR Method, students can listen to remembering while looking at additional materials that help to understand the meaning from context. This study concludes that TPR is an effective method to teaching vocabulary in elementary school and the effectiveness of the method is influenced by the level of the students' IQ.

[16] Anita Dewi Ekawati, "The Effect of TPR and Audio-Lingual Method in Teaching Vocabulary Viewed from Students' IQ," *Journal of ELT Research* 2, no. 1 (2017): 56–65.

The similarities in this research is on the method used, the research is using Audio-Lingual Method as the teaching learning process in the class room and the differences in this study are the researcher will investigate the implementation of Audio-Lingual Method while the previous researcher investigated the effectiveness TPR and Audio-Lingual Method in Teaching Vocabulary Viewed from Students' IQ, and also the researcher choose qualitative research while the previous researcher choose the quasi experimental research.

The fifth study is *A Contrastive Study of the Direct Method and Audio-Lingual Method in Teaching English Speaking Skills, (2018) by Abdullah M.A. Alhomaidan.*[17] The researcher investigated a comparative the direct and the audio-lingual method to find out which one of them is more useful to teach the speaking skill. The purpose of this study are to know a statistically significant difference between the subjects' mean scores on the English-speaking skills test due to the use of the audio-lingual method, statistically significant difference between the subjects' mean scores on the English-speaking skills test due to the use of the direct method, and statistically significant difference between the groups' mean scores on the English-speaking skills test due to the use of the teaching method. The design of this study was quasi experimental research.

[17] Abdullah Alhomaidan, "A Contrastive Study of the Direct Method and Audio-Lingual Method in Teaching English Speaking Skills," *International Journal of Social Science and Humanities Research* 6, no. 2 (2018): 351–59.

The results of this study are there was a statistically significant difference ($\alpha = 0.05$) between the three means in favor of the posttests, it is show that the audio-lingual method and direct method have a positive impact and using it could improve the speaking abilities and the audio-lingual method has a greater better effect on the students' speaking abilities when compared to the other teaching methods.

The similarities in this research are on the method used, the research is using Audio-Lingual Method as the teaching learning process in the class room and both of the study is focus on speaking skill. Then the differences are the researcher will investigate the implementation of Audio-Lingual Method while the previous researcher compared two method that is audio-lingual method and direct method to looking for which one of them is more useful to teach the speaking skill, this research will conduct at elementary school while the previous research conducted in college-level students studying general English course at the College of Technology at Arrass, Saudi Arabia, and the researcher employs qualitative research while the previous researcher employed quasi-experimental.

B. Literature Review

1. Teaching English as a Foreign Language (TEFL)

As we know, English is an International Language in the world. The people need to learn English to interact with people that different nationality. English, as a world language, is taught among others in schools. Learners of English as a foreign language have a choice of

language variety to a larger extent than second language learners.[18] The emergence of English as a global or international language has had a profound influence on language teaching, confronting language teacher education with new demands worldwide.[19]

In the education section, all university students need it for their studies in order to search information and obtain knowledge; therefore, a lot of the universities throughout the world need to include English language as one of their educational tool requirements.[20] Teaching English as a Foreign Language is focused on the purposes or studies of English by teachers and English learners with a different mother tongue. The precise interpretation for TEFL is that they treat English as a tool of communication in the world of various countries, instead of using it as an official language, or primarily educational language.[21]

In English as a Foreign Language (EFL) classrooms, teachers commonly use combination of mother tongue (MT) or first language (L1) and English (FL) to teach students. In fact, the use of mother tongue in second or foreign language classroom has been disputed

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[18] Geoffrey Broughton et al., *Teaching English as a Foreign Language* (London: University of London Institute of Education, 1980), p.7.

[19] Sandra J. Savignon, "Beyond Communicative Language Teaching: What's Ahead?," *Journal of Pragmatics* 39, no. 1 (2007), p.210.

[20] Thongma Souriyavongsa et al., "Factors Causes Students Low English Language Learning: A Case Study in the National University of Laos," *International Journal of English Language Education* 1, no. 1 (2013), p.181.

[21] Grace Hui-chin Lin and Paul Shih-chieh Chien, *An Introduction to English Teaching (A Textbook for English Educators)* (USA: Cambridge University Press, 2010), p.2.

by scholars. Some scholars believe that maximum exposure of mother tongue in the second language classrooms is helpful as it brings positive results.[22]

The process of learning will be more effective if the learners are active and creative when teaching and learning process. When the teacher explains the material clearly and sequentially, so the students can do the task well.[23] Hence, the teacher should motivates the students to be active and creative in order to make them enthusiasm about learning English.

The teacher have to manage our emotions and attitudes when teaching English speaking orally in English as a foreign language. The teacher who can't control their affective domain will appear significant impact on foreign language learning.[24]

English is an International Language that must be mastered by people to communicate with people that different country. Learning English is not easy for the most people. So, in teaching English as a foreign language, the teacher must determine the right strategy for teaching English. If English is instilled early, it will become a habit

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[22] Siti Sarah Fitriani, Dwi Rahayu Prasetyaningsih, and Iskandar Abdul Samad, "The Influence of First Language toward Students' Achievement in Learning English," *Journal of Pencerahan* 11, no. 1 (2017), p.28.

[23] Friederike Klippel, *Keep Talking Communicative Fluency Activities for Language Teachiing* (New York: Cambridge University Press, 1985), p.5.

[24] Anna Tornqvist, "Oral Communication in the English Language Classroom," *School of Human Sciences*, n.d., 4.

to speak English. We can mastered English because we are accustomed and often practice.

2. The Concept of Speaking

In a second or foreign language, speaking has often been viewed as the most demanding of the four skills. The learners who want to try to speak, they must collect the idea and opinion first, then arranging their words to reach the target language. When speak English in speech events, the speaker must adjust what audience discuss and attend the customs of discourse used in the target culture.[25] In speaking, we should observe what the others is saying and respond appropriately and orderly. When we can make people understand what we are saying, it means that we can communicate well.

Speaking is an activity when people use their vote to present their opinion, suggestion, information, and even critical. Speaking skill is the productive skill in the oral communication. It is different from the other skill, speaking is more intricate, because in the learning speaking is not only pronouncing the words but also must be true in pronunciation.

There are five components of speaking such as pronunciation, grammar, vocabulary, fluency and comprehension.[26] When we speak to express opinions, it is not easy because the words we use do not

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[25] Jack C Richards, *New Ways in Teaching Speaking* (Virginia USA: Pantagraph Printing, 1994), p. 3.

[26] Nguyen Hoang Tuan, *Factors Affecting Students' Speaking Performance* (Vietnam: University of Thu Dau Mot, 2015), p.10.

necessarily make others understand, so in speaking we must also attend pronunciation, grammar, vocabulary, fluency and comprehension to make others understand what we say.

People who have basic knowledge of speaking in a first language is based on their awareness, because the first language since they were born is mother tongue. Knowledge that is relevant to speaking can be categorized either as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extra-linguistic knowledge). The kinds of extra linguistic knowledge that affect speaking include such things as topic and cultural knowledge, knowledge of the context, and familiarity with the others speakers.[27] There is a basic knowledge of speech that must be mastered in order that we can express ideas that are easily understood by others. Intuitive here means the ability to understand speech without going through rational and intellectual reasoning.

3. Teaching Speaking

In our society, teacher is a good profession. As professionals, they are expected to use best practice to help students learn essential skills and attitude. Teaching has aspects that cannot be codified or guided by scientific knowledge alone but instead depend on a complex set of individual judgments based on personal experience.[28] Students will be interested and active in learning if a teacher can

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[27] Scott Thornburry, *How to Teach Speaking* (England: Pearson Educatinal Limited, 2005), p.1.

[28] Richards L Arends, *Learning to Teach* (New York: Mc Graw Hill, 2012), p.4.

attract students' attention to pay attention what is conveyed by the teacher. In speaking learning, teachers can drill their students continue to practice speaking, supported by media such as videos and funny games.

(Anthony in Kathleen M. Bailey and David Nunan) Traditional descriptions of classroom teaching within the second language field have used such constructs as "approach," "method," and "technique" to define specific features of different methodologies that have come in and out of language teaching fashion.[29] Teaching English can use a variety of strategies, approaches, methods and techniques. As a teacher, you must be good at choosing effective strategies for teaching English. A good strategy can make students feel excited and interested in what the teacher is doing.

Speaking, including pronunciation, has always been a major focus of language teaching, however both the nature of speaking skills and approaches to teaching them have undergone a major shift in thinking in recent years.[30] There are several approaches to teaching speaking, the approach used depends on the material to be taught by the teacher. Usually the teacher chooses an easy approach to practice, for example a game strategy.

In teaching speaking, the teachers English must understand that speaking skill is difficult for foreign language learner because

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[29] Kathleen M. Bailey and David Nunan, *Voices from the Language Classroom* (New York: Cambridge University Press, 1996), p.57.

[30] Anne Burns and Jack C Richards, *Pedagogy and Practice in Second Language Teaching* (New York: Cambridge University Press, 2012), p.6.

effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction not only involve verbal communication but also paralinguistic elements of speech such us pitch, stress and intonation. In addition, non-linguistic elements such us gestures and body language, facial expression, may accompany speech or convey message directly without any accompanying speech.[31] When learning English, the teacher must convey the material slowly to make it easier for students to understand what the teacher is saying. Especially when speaking, students must carefully imitate what the teacher says. Teachers usually become models for their students.

4. Learning Speaking

English is not easy for Indonesian because as English foreign language, a lot of things to be learned in English, include the mastery of vocabulary, pronunciation, grammar, accent, fluency, etc. In acquiring speaking skill, some problems which are resulted from their first language interference were the influence of regional dialects and the different features of language.[32] Most people cannot master English well, because they do not have a lot of vocabulary, wrong in pronunciation, and do not use grammar. In speaking English, you also have to eliminate

[31] Jack C Richards and Willy A Renandya, *Methodology in Language Teaching An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p.204.

[32] Fauza Hayatun, Usman Bustami, and Muslem Asnawi, "Improving Students' Speaking Skill and Motivation by Using Hand Puppets Show Media," *English Education Journal* 9, no. 2 (2018): 217.

the regional dialect, because that will be very influential in pronunciation.

(Galskova in Dilyara Sh) The students should be able to: communicate in a direct dialogue, understand and respond to the oral utterances of the partner in communication within the spheres, subjects and situations assigned by the program for each type of school; speak logically about themselves and the world around them, about the read, seen, heard, while expressing his attitude to the acquired information or subject. The tasks of the teacher of a foreign language is in activation of activity of each student in the process of learning, making a situation for their creative activity.[33]

English learning in schools, students are required to be more creative than teachers. So, all learning activities are student-centered. Students are more often to practice conversations in front of the class so that they are trained and familiar in the pronunciation. The teacher is only a facilitator who directs students. Like that, the atmosphere of teaching and learning in the classroom will look active and enjoyable.

5. Problems in Teaching and Learning Speaking

There are many approaches in teaching speaking, the learning process is still faces many failures. There are many problems which influence the failure that are clustering, redundancy, reduced forms, performances variables, colloquial language, rate of delivery, stress,

[33] Dilyara Sh, Fanuza KH, and Liliya G, "Teaching Speaking through the Communicative Approach," *The Turkish Online Journal of Design, Art and Communication* 9, no. 10 (2016): 3421.

rhythm and Intonation, and then Interaction.[34] Although there are many approaches and strategies for teaching speaking, but still many students who have not mastered speaking English fluently. The problem is caused by laziness and disinterest in speaking learning. As for these problems are:

5.1 Teachers' Problems

In teaching learning process, perhaps student face some problems to speak. It makes the students do not success on speaking. According to Ur, there are some problems across in teaching speaking:

(1) Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful or criticism or losing face, or simply shy or the attention that their speech attracts.

(2) Nothing to say

Even if they are not inhibited, you often hear learner complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

(3) Low or uneven participation

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[34] H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (London: Longman, 2001), p.270-271.

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

(4) Mother-tongue use

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep to the target language.[35]

We know that speaking learning must be done with a lot of practice to be trained and accustomed. Besides that there are many challenges faced during speaking learning. Usually, the teacher cannot control the crowded class and confused to choose the strategies and methods used in order to students feel interested and not bored so students are eager to practice speaking.

5.2 Students' Problems

According to Al Nakhalah there are several problems in learning speaking: Fear of Mistake, Shyness, Anxiety, Lack of Confidence, and Lack of motivation.

(1) Fear of Mistake

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[35] Penny Ur, *A Course in Language Teaching* (New York: Cambridge University Press, 1996), p.121.

As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, Aftat adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly do not continue to participate in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.

(2) Shyness

Shyness is an emotional thing that many students suffer from at sometimes when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also very necessary in order to help the students do their best in their speaking performance in the class. In line with this, Baldwin also explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory is also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness. In other words, it can be said that

shyness plays an important role in speaking performance done by the students.

(3) Anxiety

Anxiety is a tension in feeling, apprehension and nervousness are associated with the situation of learning a foreign language. Further Nascente writes that, among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning. In other words, anxiety influences students in learning language. Therefore, paying attention to this factor of learning should also be taken into consideration.

(4) Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In response to this, Tsui cited from Nunan's book that student who lack of confidence about themselves and their English necessarily suffer from communication apprehension. This shows that building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.

(5) Lack of Motivation

It is mentioned in the literature of Songsiri that motivation is a key to students' learning success. With regard to the issue of motivation in learning, Motivation is necessary to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success showing that building students' motivation to learn is urgent for every teacher.[36]

Besides the problems faced by teachers, there are also problems faced by students. Most students are afraid of practicing, they are embarrassed when they say something wrong. Therefore, a teacher should be able to find a way for students not to be afraid to practice speaking. Teachers can give awards or gifts to students who dare to speak English, it will make students more enthusiastic to be able to speak English.

6. The Concept of Teaching and Learning to Young Learners

English Young Learner is a young learner who studies English. They are the children in Elementary School who get English Subject as a local subject in their school. Young learners are Elementary School Students who 6-12 years old.[37] Scott and Ytreberg divided the young

[36] Ahmed Maher Mahmoud Al Nakhalah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University," *Al Quds Open University-Palestine* 5, no. 12 (2016): 101–3.

[37] Kasihani K.E Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2007), p.14-15.

learners into *Level One* group (5-7 years old) and *Level Two* group (8-10 years old). *Level Two* group is beginners if they start learning English in those age.[38] Teaching English to young learners must be careful, because teaching English for young learners is not easy. English for young learners is very basic, such as recognizing numbers, knowing animals and knowing colors.

Anne Burns and Jack C. Richards state, teacher can make the biggest difference and have the biggest influence on children's L2 development, teachers can promote positive attitudes and appropriate learning strategies, and they can find ways to encourage children to take risks in a positive, supportive learning environment, teachers can also take account of the children's needs and interests and carefully build on their L1 competence when planning instructional procedure and materials.[39] Young learners will look excited in learning English if their learning environment is in a comfortable condition, and there is something that makes them interested in learning English, one of which is a fun learning strategy.

Regarding the first philosophical principle of a developmental and humanistic view of learning and its derived pedagogical principle of the socio-emotional nature of learning and teaching processes. For instance, depending on the social and *cultural distance* between the young, diverse children and the target language and culture, they may

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[38] Wendy A Scott and Lisbeth H Ytreberg, *Teaching English to Children* (London: Longman, 1990), p.1.

[39] Anne Burns and Jack C Richards, *Pedagogy and Practice in Second Language Teaching* (New York: Cambridge University Press, 2012), p.106.

experience some socio-emotional processes such as *cultural adaptation*.[40] Pedagogy here means that a teacher must be able to use art in teaching or educating. Learning languages is strongly influenced by culture and environment. If someone whose socio-emotional nature is mature, then that person will be easier to learn a new language.

A good teacher needs to provide a rich diet of learning experiences which encourage their students to get information from a variety of sources. They need to work with their students individually and in groups, developing good and affective relationship. They need to plan a range of activities for a given time period. Teachers of young learners need to spend time understanding how their students think and They need good oral skills in English since speaking and listening are the skills which will be used most of all at this age. The teacher's pronunciation rally matters here, too, precisely because, as we have said, children imitate it so well.[41] A number of factors affect the success of an EYL program. These include the choice of the EYL program model, the presence of appropriately trained teachers, availability of culturally and linguistically appropriate materials, and the continuity of the English curriculum from primary to secondary school.[42] In learning for young learners, teachers must understand what students need and build good relationships with young learners so that they can enjoy the learning

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[40] Virginia Gonzales, *Young Learners Diverse Children* (USA: Library of Congress Cataloging, 2009), p.7.

[41] Jeremy Harmer, *The Practice of English Language Teaching* (United Kingdom: Longman, 2007), p.83.

[42] "Teaching English to Young Learners around the World," *National Geographic Learning*, n.d.

delivered. A good relationship with students will create comfort, so students will obey what we commanded.

Masuma Rahman suggests that in teaching to the young learners:

1. Teachers should introduce a variety of activities at different times that will motivate the young learners.
2. Classroom environment should be more interactive than competitive that will help to lessen the learner's anxiety.
3. The task should be designed in such a way so that the students can get exposure to real life spoken English.
4. The class size should not be large and should be limited to 20-25 students, so that teachers can take care of each student's problem.
5. Teachers should also pay heed to enhance students' vocabulary and take care of their pronunciation as well.
6. Group work and pair work should be practice more and more which would allow learners to speak more without inhibition.
7. The learners must be motivated to speak in English outside the class as well.
8. To enable the learners to communicate effectively, they need to be given more fluency based activity.[43]

Teaching and learning young learners will succeed if teachers can create an atmosphere that can make young learners become active and creative. Teaching success at young learners depends on the teacher.

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[43] Masuma Rahman, "Teaching Speaking to Beginner Level Learners in Bangladesh," *BRAC University*, 21, 2009.

7. The General Concepts of Audio-lingual Method

The theory of language underlying Audiolingualism was derived from a view proposed by American linguists in the 1950s- a view that came to be known as structural linguistics, Linguistics had emerged as a flourishing academic discipline in the 1950s, and the structural theory of language constituted its backbone. Structural linguistics had developed in the part as a reaction to traditional grammar. Traditional approaches to the study of language had linked the study of the language to philosophy and to mentalist approach to grammar. Grammar was considered a branch of logic, and the grammatical categories of Indo-European languages were thought to represent ideal categories in languages. Many nineteenth-century language scholars had viewed modern European languages as corruptions of classical grammar, and languages from other parts of the world were viewed as primitive and underdeveloped.[44] The Audio-Lingual Method is an oral based approach. This method drills students in the use of grammatical sentence patterns.[45] Audio-Lingual methods include traditional methods that have been around for a long time. This method can be used to study grammar, namely with the techniques contained in it, such as drill that is often used in this method to make students familiar and trained.

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[44] Jack C Richards and Theodore S Rodgers, *Approach and Methods in Language Teaching Second Edition* (New York: Cambridge University Press, 1986), p.48.

[45] Diane Larsen Freeman, *Techniques and Principles in Language Teaching* (New York: Oxfod University Press, 2000), p.35.

In the United States in the 1960s, language teaching was under the sway of a powerful method that is Audio-Lingual Method. (Strern in Jack C. Richards) describes the period from 1958 to 1964 as the "Golden Age of Audiolingualism." This drew on the work of American structural linguistic, which provided the basis for a grammatical syllabus and a teaching approach that drew heavily on the theory of behaviorism. Language learning was taught to depend on habits that could be established by repetition. The linguist Boomfield had earlier stated a principle that became a core tenet of Audiolingualism: "Language learning is overlearning: anything less is of no use."[46] In learning English, there are still many teachers who use the Audio-Lingual method until now. The Audio-Lingual method is an easy method used for mastering grammar, but it also influences listening and speaking.

In teaching and learning English emphasizes that before teaching reading and writing should be preceded by teaching speaking and listening. Using mother tongue in teaching speaking is better eliminated and teaching and learning English is familiarized by using target language. The students will always hear target language from the teacher directly, it is make the students get many knowledge and new words or vocabularies. Harmer (2007) Audiolingualism relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill. Much

[46] Jack C Richards, *Curriculum Development in Language Teaching* (New York: Cambridge University Press, 2011), p.25.

Audio-Lingual teaching stayed at the sentence level, and there was little placing of language in any kind of real-life context.[47] It means, students are always given drills like substitution or repetition and imitation. The teacher must not stop teaching until the students are correct in pronunciation or grammatical.

7.1 The Techniques of Audio-Lingual Method

This method has purpose that is facilitate the students to use target language. Besides that, Audio-Lingual method consist of various techniques to drill the students. According to Larsen-Freeman, the kinds of techniques such as:

1. Dialogs memorization: Students memorize the short conversation or dialog through mimicry and usually role play.
2. Backward Build-up (Expansion Drill): The teachers breaks the lines into several parts. Students repeat the sentences that teacher say and also the teacher add the word in the sentences that will be read by the teacher.
3. Repetition drill: The teacher instructs students to repeat what teacher say quickly and accurately.
4. Chain drill: Students are asked to make a circle in the classroom, then one by one students ask and answer the questions.
5. Single-slot Substitution drill: The teacher says the line in the dialog. Students pronounce one word, then students are asked to imitate by add the word into the line precisely.

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[47] Jeremy Harmer, *The Practice of English Language Teaching* (United Kingdom: Longman, 2007), p.63.

6. Multiple-slot Substitution drill: This drill same with single-slot substitution drill. In this drill not only one line in the dialog but full dialog.
7. Transformation drill: The teacher gives the sentences to the students, and then students are asked to modify the sentences into interrogative, negative, positive, passive, imperative etc.
8. Question and Answer drill: The teachers give questions to the students and then the students should answer teacher's questions so quickly.
9. Use Minimal Pairs: The teacher provides two words that different sound. Students are asked to find out the differences from those words, then try to pronounce those words correctly.
10. Complete the dialog: The teacher deletes some words from the dialog, then the students are asked to completing the dialog.
11. Grammar games: The teacher gives a game like the supermarket alphabet game. In this game there are also repetition.[48]

As the technique described above can be concluded that in the implementation of Audio-Lingual Method, teacher should give a right model about pronunciation and how to pronounce a sentence and students must to imitate and repeat what teacher say. This method related to speaking learning that is the teacher drill students to practice until correct.

7.2 The Principles of Audio-Lingual Method

[48] Diane Larsen Freeman, *Techniques and Principles in Language Teaching* (New York: Oxfod University Press, 2000), p.34.

Audio-Lingual Method has some principles that should be done in the teaching and learning process. Brown states the principles of Audio-Lingual method are as follows:

1. New material is presented in dialog form
2. There is dependence on mimicry, memorization of set phrases, and over learning
3. Structures are sequenced by means of contrastive analysis and taught one at time
4. Structural patterns are taught using repetitive drills
5. There is 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
11. There is great effort to get students to produce error-free utterances
12. There is tendency to manipulate language and disregard content.[49]

Based on the principle of Audio-Lingual Method that mentioned above, teacher should make students understand about foreign language, where student can be brave to speak English. In speaking English, learners have to speak English with correct pronunciation and then

[49] H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (London: Longman, 2001), p.23.

student will be not forced to remember the concept. The teacher only give some drill in order to make students accustomed.

7.3 Procedure of the Audio-Lingual Method

Jack C. Richards and Theodore S. Rodgers present brooks lists the following procedures of the Audio-Lingual Method:

1. The modeling of all learnings by the teacher.
2. The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned.
3. The early and continued training of the ear and tongue without recourse to graphic symbols.
4. The learning of structure through the practice of patterns of sound, order, and form, rather than by explanation.
5. The gradual substitution of graphic symbols for sounds after sounds are thoroughly known.
6. The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue.
7. The shortening of the time span between a performance and the pronouncement of its rightness or wrongness, without interrupting the response. This enhances the factor of reinforcement in learning.
8. The minimizing of vocabulary until all common structures have been learned.
9. The study of vocabulary is only in context.
10. Sustained practice in the use of the language only in the molecular form of speaker-hearer-situation.

11. Practice in translation only as a literary exercise at an advanced level.[50]

Learning using Audio-Lingual method is teacher-centered. Even though like that the teacher still motivates his students to keep following his orders. Teachers often carry out drills to train their students until they can pronounce correctly and arrange sentences according to the rules of grammar.

In a typical audio-lingual lesson the following procedures would be observed:

1. Students first hear a model dialogue (either read by the teacher or on tape) containing the key structures that are the focus of the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate. The dialogue is memorized gradually. Line by line. A line may be broken down into several phrases if necessary. The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their throughout this phase.
2. The dialogue is adapted to the students' interest or situation, through changing certain key words or phrases. This is acted out by the students.

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[50] Jack C Richards and Theodore S Rodgers, *Approach and Methods in Language Teaching Second Edition* (New York: Cambridge University Press, 1986), p.58-59.

3. Certain key structures from the dialogue are selected and used as as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.
4. The students may refer to their-textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write out variations of structural items they have practiced or write short compositions on given topics with the help of framing questions, which will guide their use of the language.
5. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.[51]

The above observations show that students often practice that is by imitating what they hear from video, audio or from the teacher. Sometimes the technique of substitution is applied in learning to train students in correct grammar.

7.4 Teaching Speaking through the Audio-Lingual Method

Brown states, in the Audio-Lingual Method activities are not only command students to drill in simple patterns, but also in new dialog or conversation. Students have to listen, repeat and memorize.[52] Hence, the

[51] Nelson Brooks, *Theory and Practice 2nd Ed* (New York: Harcourt, Brace & World, 1964), p.142.

[52] H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (London: Longman, 2001), p.23.

teacher should be show the new dialog or conversation to make students interested to the learning. Especially to the young learners, they are very excited if the dialog or conversation is showed by video. The video of conversation will be more interesting if the models in the video are native speakers. Students can be find new words and pronounce new words directly by imitate the models from the video simultaneously the teacher correct students' error directly and immediately.

For a simple improvement in their speaking ability (pronunciation included) the teacher can use a simple memorized phrases or sentences. It can be practiced trough repetition drill. It can also improve the students' memorization of phrases or even utterances by giving a lot of repetition practices. For example teacher says "I am the smart student in the class", the students will repeat the same phrase "I am the smart student in the class". The teacher may also vary the method of teaching by choosing Audio-Lingual Method. For example teacher shows or writes word "a traditional market", and say "where is the traditional market" then the students repeat it then move to the substitution words. This concept of teaching is aimed to make improvement in students speaking ability as clearly stated by Harris:

1) Vocabulary.
2) Pronunciation (including the segmental features; vowels and consonants; and the stress and intonation).
3) Fluency (the ease and speed of the flow of speech).

4) Grammar.[53]

Speaking English is not easy something, especially for beginners and young learners. Each students have ability to speak English, but still many students who don't fluent in speaking English than students who can speak English fluently. Sometimes, students have to show their speaking ability in the speaking class, school environment or public. In the learning speaking, students have to teach how to pronounce the word or sentences in English.

7.5 Advantages and Disadvantages of Using Audio-Lingual Method

The Audio-Lingual Method has many drill to make students interested in the learning, beside that this method also have advantages and disadvantages is as follows:

1. Advantages
    1) Lesson in the classroom focus on the correct imitation of the teacher by the students.
    2) All the student actives in the class.
    3) The circumstance classes are more interesting and life.
    4) The speaking and listening skill are more drilled, so the pronunciation skill and listening skill are more controlled.
    5) Language skills are learned more effectively if they are presented orally.
    6) Audio lingual method offers many time with native speaker depth achieving master this skill.

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[53] David P Harris, *Testing English as a Second Language* (USA: McGraw-Hill, 1969, p.81).

2. Disadvantages

This method placed in the background writing because it was much more important speech

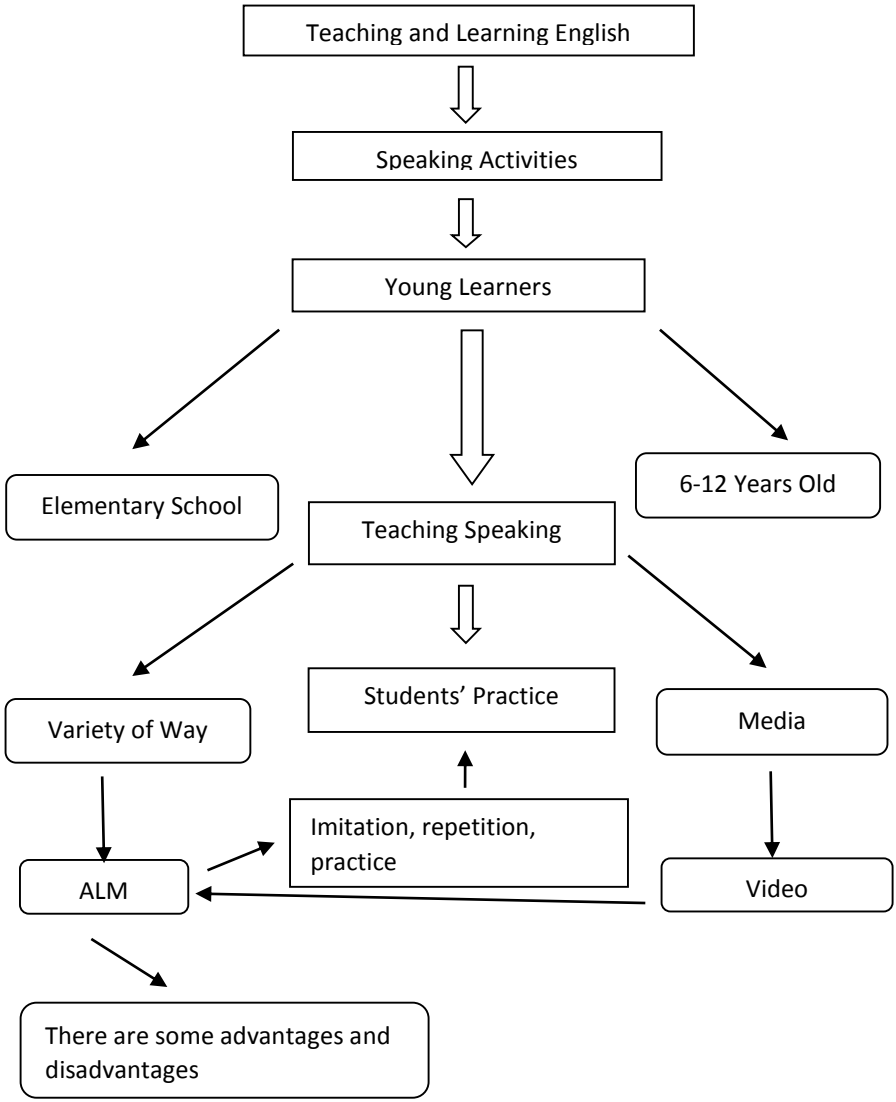
1) For the smart students this method is bored, because the procedure of the ALM method is majority repeat the sentence
2) Sometimes the students are confused because the teacher explain the material in simple way not in detail way
3) The grammar skill is not more drilled
4) The meaning of words can be learned only in a linguistic and cultural context
5) It was a behaviorist method where it is practiced through imitation in structured until the mechanical response was achieved dialogues.[54]

The atmosphere in class when the learning process is seen active, because the students always imitate and repeat what the teacher says so make them more brave to speak. The teacher also focus on the correct imitation, if there are students who have error in pronunciation, the teacher correct them directly and immediately. The teacher usually uses video to present the dialog, it make the students more excited, especially to young learners. They like watch the funny and new video, so the students will be more active to pronounce. The method is more emphasize on speaking and pronunciation drill that will make students fluent on their speaking English. The students also practice the

[54]https://www.myenglishpages.com/blog/the-audiolingual-approach/, accessed at 11:45 AM, 21/04/2019.

conversation orally in front of class, it make students creative and more brave to speak English. When teaching speaking by using Audio-Lingual, the teacher can be invite the native speaker to mastering speaking skill. Although this method have many simple way to teach, but this method doesn't drill the students to writing correctly. The implementation of this method also make the smart students bored, because the procedure of the Audio-Lingual method is majority instructs the students to repeat and repeat again. In the learning process, the teacher seldom give drill about grammar skill so make students confuse. The teacher doesn't give meaning of the words. So, the teacher must be capable to utilizing the technique of Audio-Lingual Method.

C. Conceptual Framework



As we know, English is an international language in the world. So, people need to learn English in order to they can communicate with people that different nationality and filter international information. In Indonesia, English is taught in Elementary school, junior high school, senior high school and university. In teaching and learning English, there are many skill must be mastered, but speaking is the most important skill to be mastered because speaking is the most difficult part between reading, listening and writing. Speaking is reputed difficult because majority people doesn't focus and serious to learn English speaking and less to practice. Speaking activities must be taught correctly to young learners, if young learners can take fun speaking learning and acceptable since first they study, then will be easy. Young learners is 6-12 years old, they are students at elementary school. In teaching and learning speaking, teachers must choose appropriate way and media to teach speaking. Besides that, the teacher must habituate students to practice because practice can make students' pronunciation to be fluent. A method that appropriate to teach speaking for young learners is Audio-Lingual Method. Characteristic from this method is students' practice. In this method, there are drill like imitation and repetition. The characteristic young learners, they like imitating and repeating what the teacher say or what they have seen. Teacher can also use media like video of conversation in teaching and learning speaking. In the implementation of Audio-Lingual Method, teacher can correct the students' error directly and immediately, make the students active in class and drilled students' pronunciation and speaking. Besides that, Audio-Lingual method can

make students feel bored, sometimes the students are confused because the teacher explain the material in simple way not in detail way.

CHAPTER III
RESEARCH METHOD

In this chapter, the researcher would like to present the method of research. It covers with the research design, research subject, setting of the research, source of data, focus of the research, technique of data analysis, technique of data collection, research instrument, data collection technique and research procedures.

A. Research Design

Research method is an important part in the research. This study used the descriptive qualitative method to identify the process of teaching learning speaking by using Audio-Lingual Method to young learners. Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analyzed primarily by non-statistical methods.[55] The qualitative method assumes that all knowledge is relative, that there is a subjective element to all knowledge.[56] The object of this study are students at the fifth grade of SD Islam Al Azhar 29 BSB City Semarang. One of the method that usually used in teaching speaking namely Audio-Lingual Method. So, from the reason above the researcher wants to know the process of teaching learning speaking by using Audio-Lingual Method to young learners. The

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[55] Zoltan Dornyei, *Research Methods in Applied Linguistics* (New York: Oxfod University Press, 2007), p.24.

[56] David Nunan, *Research Methods in Language Learning* (United States: Cambridge University Press, 1992), p.3.

data used in this study are observation, interview to teacher and students and documentation then the writer describes the process of teaching learning speaking by using Audio-Lingual Method to young learners.

B. Research Subject

The subject of the research is people who researched. In this research, the researcher used non-random sampling, the type is purposive sampling. According to Sugiyono, purposive sampling is sampling techniques for data sources with certain considerations. This particular consideration, for example, the person who is considered to know the best about what we expect or maybe he is the ruler so that it will be easier for researchers to explore the object/social situation under study.[57] There are six grades in SD Islam Al-Azhar 29 BSB City Semarang; they are first grade, second grade, third grade, fourth grade, fifth grade, and sixth grade. The researcher observed the English teacher and the students of the fifth grade and focused on teaching and learning speaking process by using Audio-Lingual method to young learners.

[57] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.300.

C. Setting of the Research

1. Time of the research

   Time of the research refers to the schedule of the research will be conducted. This research was conducted on 22nd April 2019 until 13rd May 2019 at fifth grade.

2. Place of the Research

   This research was conducted in SD Islam Al-Azhar 29 Semarang. It is located at Rm. Hadi Soebeno Sosrowardyo street Km. 6 Mijen, Semarang. The researcher only focused on the fifth grade of SD Islam Al-Azhar 29 Semarang.

D. Source of the Data

Source of data that used in this research are primary and secondary data that related to the topic of the research.

1) Primary Source

   According to Sugiyono, Primary sources are data sources that directly provide data to data collectors.[58] In this research, a primary source were the result of observation in the classroom about the teaching and learning speaking process by using Audio-Lingual Method and also an English teacher give an information about the process of teaching learning speaking by using Audio-Lingual Method to young learners.

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[58] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p. 308.

2) Secondary Source

According to Sugiyono, Secondary data is a source that does not directly provide data to data collectors, for example through other people or through documents.[59] In this research, a secondary source was picture, video, recording, lesson plan and student's textbooks.

E. Focus of the Research

This study focuses on the method of teaching speaking by using Audio-Lingual Method and the contribution for students at fifth grade of SD Islam Al Azhar 29 BSB city Semarang a related to speaking subject. This study discuss about the process of teaching learning speaking by using Audio-Lingual Method to young learners.

F. Technique of Data Collection

This study is about the process of teaching learning speaking by using Audio-Lingual Method to young learners. The researcher conducted the observation, interview, and documentation to collect the data. The step is as follows:

1) Observation

[59] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.309.

It is the process of collecting data. According to Marshall, through observation, the researcher learns about behavior and the meaning attached to that behavior.[60]

The researcher observed process of speaking English learning using Audio-Lingual Method at the fifth grade of SD Islam Al Azhar 29 BSB City Semarang directly, without teaching in the classroom. This observation conducted for an English teacher who used Audio-Lingual Method in teaching speaking. It is aiming to answer the research question that intended to know the process of teaching and learning speaking by using Audio-Lingual Method to young learners.

The researcher used observation guidelines to observe the process of teaching learning speaking by using Audio-Lingual Method to young learners in the classroom and also take a field note to gain the data. According to Sugiyono, there are three kinds of observation that is participant observation, open observation, covert observation and unstructured observation. Then, there are types of participant observation; passive participation, moderate participation, active participation and entice participation. In this research, the type of observation is passive participation observation, because the researchers only observe what he seen, without getting involved in activities.

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[60] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.310.

2) Interview

According to Esterberg in Sugiyono's book entitled metode penelitian pendidikan, interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. There are three types of interview; a structured interview, semi structured interview and unstructured interview.[61] The writer conducted interview to English teacher and students of fifth grade to get information about the process of teaching learning speaking by using Audio-Lingual Method to young learners. In this research, the type of interview is a structured interview because the researcher used an interview guidelines and make an appointment first with the interviewee.

3) Documentation

Documentation is a note from the past activity.[62] In this research, the researcher used documentation to get some documents as evidence to support the data gained especially about the process of teaching learning speaking by using Audio-Lingual Method to young learners. Some documents gained as follows a teacher's handbook and student's handbook, and also teaching media such as picture, sounds, recording and video.

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[61] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.317.

[62] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.329.

G. Research Instrument

In collecting the data, the researcher used triangulation technique. According to Setiyadi, triangulation is the combination of two method or more in collecting the data about the attitude of the subject of the research, because the attitude of human being is quite complex, the use of single method in collecting the qualitative data is often considered not enough.[63] It consists of observation, interview and documentation. The description of those instruments is follows:

1) Observation Guide

Nasution in Sugiyono states, Observation is the basic of science. Researcher can be work based on data that is about real fact that obtained through observation.[64] In this case, to make the observation direct, the researcher used observation checklist. By using this instrument the researcher uses specification as follows:

[63] Ag Bambang Setiyadi, *Metode Penelitian Untuk Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), p.246.

[64] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p. 310.

Table I. Spesification of Observation

No.	Aspect	Indicator	Number of items	Total items
1.	The procedure of teaching speaking by using Audio-Lingual Method to young learners	To know the process of teaching learning speaking by using Audio-Lingual Method to young learners	1,2,3,4,5,6,7 ,8,9,10,11,1 2,13, 14,15,16,17, 18,19,20,21, 22,23, 24,25,26,27, 28,29,30,31, 32,33, 34,35	35

From the observation, the researcher get the data to know how is the process of teaching and learning speaking to young learners through Audio-Lingual Method. The observation sheet also used to know whether the teacher follow the procedure or not. The researcher collected the data after that analyze the data and make a report from the observation.

2) Interview Guide

The researcher interviewed the English teacher and the student of fifth grade to get the data about the process of teaching learning speaking by using Audio-Lingual Method to young learners. The topics of interview can be described as follows:

Table II. Spesification of interview to English teacher

No.	Aspects	Indicator	Number of items	Total items
1.	The process of teaching learning speaking by using Audio-Lingual Method to young learners	To know the process of teaching learning speaking by using Audio-Lingual Method to young learners	1,2,3,4,5,6,7,8,9,10	10

Table III. Spesification of interview to student

No.	Aspects	Indicator	Number of items	Total
1.	The process of teaching learning speaking by using Audio-Lingual Method	To know the process of teaching learning speaking by using Audio-	1,2,3,4,5,6,7,8	8

	to young learners	Lingual Method to young learners		

The researcher collected the data from interview about the process of teaching learning speaking by using Audio-Lingual Method to young learners. The researcher analyzed and makes reduction from the interview, after that report the result.

3) Documentation Study Guide

Document is notes about past event. Document can be like text, pictures, or creation of people. Bogdan in Sugiyono states, in the most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief.[65]

In this research, the writer collected documentation such as pictures when speaking English learning process in the class, form interview, teacher's and student's handbook, video, recording

H. Technique of Data Analysis

(Rosman and Rallis in John W. Creswell) describe, Data Analysis is a process of sustainable that need reflection continually toward the

[65] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.329.

data, propose analytical questions, and write the small note while to do the research.[66]

In this research, the writer analyzed the data in the following steps:

1) Data Reduction

Reduce the data is resuming, choosing the main matter, focus on important thing, searching the topic and pattern.[67]

In this step, the researcher looks at all the data gained from observation, interview and documentation such as recording, picture and field notes. The researcher summarizes, taking the basic data and the important data. Then, the researcher categorizing the data. The purpose is for filter and describe the data into a sentence. If there is the data in the form of an Indonesian language, the researcher translates it into an English version that complies with the English translation rules.

2) Data Display

Data display is a process to present the data. Miles and Huberman in Sugiyono state that is most often used to present the data in qualitative research is narrative texts.[68] After summarizing and organizing the data into several classifications, the researcher presents the data in the form of words or narrative.

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[66] John W Creswell, *Research Design* (Yogyakarta: Pustaka Pelajar, 2015), p.274.

[67] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.338.

[68] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.341.

3) Conclusion Drawing / Verification

Conclusion is verified during the process analysis by rechecking the data, discussing with the information and other informant. Miles and Huberman in Sugiyono stated that the initial conclusions put forward were still temporary and would change if no strong evidence was found. Conclusion in qualitative research may answer the problem formulation in qualitative research that is still temporary.[69]

The researcher categorizes data that has been collected from observation, interview and documentation. Then, researcher chose important data. If the interview didn't match with the observation, the researcher chooses the most powerful data. Finally the research was concluded by rechecking the data. After data were analyzed, the result was written in narrative form as a report of the research.

I. Research Procedure

To get the valid data, the researcher follows the procedures of research in the following steps as follows:

1) The researcher chooses the English teacher and the fifth grades students at SD Islam Al Azhar 29 BSB City Semarang as the participants of this research.

[69] Sugiyono, *Metode Penelitian Pendidikan ; Kuantitatif, Kualitatif Dan R & D* (Bandung: Alfabeta, 2015), p.345.

2) The researcher comes to the class with the teacher to make observation when teaching learning process which is being conducted.
3) The researcher doesn't involve directly in the classroom activity. In this case the researcher only takes a note, analyze and make conferences about the object under the research.
4) The researcher interview the teacher to know teacher's opinion, process referring to the material and the activity and the problem and obstacle that is confronted by teacher.
5) The researcher take documentation such as pictures, sound, video, school archives and name list of students.
6) Last, the researcher analyze the data and makes the report.

CHAPTER IV
FINDING AND DISCUSSION

In this chapter, the researcher describes the process of teaching learning speaking by using Audio-Lingual Method to young learners conducted at SD Islam Al-Azhar 29 BSB City Semarang in terms of teaching speaking process by using Audio-Lingual Method and the strengths and the weaknesses of Audio-Lingual Method.

A. Profile SD Islam Al Azhar 29 BSB City Semarang

Al Azhar Islamic Elementary School 29 BSB City is one of the Islamic Elementary Schools in Semarang, which is located on Jalan Rm. Hadi Soebeno Sosrowardoyo, Mijen, Semarang. Al Azhar Islamic Elementary School 29 BSB Semarang city was founded in 2005 that offers a concept of Islamic education. This school includes modern Islamic schools but still puts forward the basic principles of Islamic education. The school's vision is "Excellent in IMTAQ and Science and Technology, Javanese Culture and Environmental Care", while the mission of this school is: 1. Realizing a Muslim scholar who has moral character 2. Carry out learning to meet global demands 3. Making a generation that respects and implements Javanese culture 4. carry out environmental activities for the school community At Al Azhar Islamic Elementary School in Semarang there are facilities and infrastructure such as: Library, Science Laboratory, Audio Visual Aids, green house and many more. For achievement, SD Islam Al

Azhar often wins the English language level contest. There is a uniqueness of the teaching and learning process of English in this school, namely when learning English facilitates the book 'Superminds' for students. The book was published from Cambridge.[70]

B. Finding

In this research, researcher analyzed the process of teaching learning speaking by using Audio-Lingual Method to young learners. The finding will be explained below. The finding is about the process teaching and learning speaking by using Audio-Lingual Method to young learners.

1. The process of Teaching Learning Speaking by Using Audio-Lingual Method to Young Learners

In teaching speaking at SD Islam Al Azhar 29 BSB City Semarang, the teacher often uses Audio-Lingual Method. Based on the observation, in the opening lesson before teaching and learning was done, the teacher had prepared the materials to the students. Then, the teacher started the class by greeting to the students. Then, the teacher checked the attendance list. After that, the teacher gave motivation to the students about study every day. Then, the teacher gave a game, namely hang man game. Students felt happy with those game.

[70] http://Sd-Alazhar29.Sch.Id/, accessed at 10:30 AM, 29/05/2019.

Next session, the teacher reviewed the last lesson and then inform the new material. The teacher introduced Audio-Lingual Method by discussing materials related with theme. He asked students about kinds of professions. They looked enjoying the materials of speaking. The teacher asked their future professions. After that, the teacher gave the new words about the theme of professions. Then, he asked the students to repeat what he said. After that the teacher gave the sentence to the students and asked the students to repeat the sentence after the teacher and then repeat it together. The students looked interested in teaching and learning process. Then, the teacher gave chance to the students to raise their hand if they had difficulties and the teacher corrected students' mistake directly. After that, the teacher gave the video of conversation about the professions. Then, students watched the video together. When the students watched the video, they directly listened to native speaker. After watching the video, the teacher instructed students to imitate each line of the new dialog. The teacher first pronounced the sentence, and then the students imitated.[71]

The students made mistake when they pronounced some English words, then the teacher directly corrected them by modeling a good pronunciation like a native speaker, in order that the students can pronounce some English words well. After that, the teacher instructs the students to practice conversation based on video of conversation in pairs. The teacher checked students' pronunciation one by one. Then the teacher instruct students to demonstrate in front of class with their

[71] Observation in the classroom on 22nd and 23rd April 2019.

partner. In teaching speaking, the teacher mostly use dialog memorization and repetition drill. The teacher mostly use video of conversation to give example to the students. The video of conversation is from Superminds students' textbook with CD (Audio). The teacher sometimes give a game to the students in order to students more enthusiastic. The game is guessing game. The process of teaching and learning speaking did run well, because there are many students felt happy and enthusiastic to speak up. Example, the teacher instructed the students to said "play" then the students repeated after it. Finally, the teacher gave motivation to the students to learn deeply because for the next meeting they would learn it again.

In the closing activity, the teacher asks the students about what did they learn today. Then, the student response very well. After that, the teacher gave motivation to the students about learning English. Finally, say hamdallah together and teacher gives salam.[72]

When teaching speaking through Audio-Lingual Method, the teacher often instructs student to imitate what the teacher say correctly. Teacher used audio to support how to pronounce rightly. The most students interested to repeated what the teacher said, because the audio from native speaker is very attractive. So, the sound is different with the Indonesian people. The teacher repeated the word or sentence until students correct to pronounce. Sometimes, teacher gave chance to the students to raise their hand then try to pronounce alone. There are many

[72] Observation in the classroom on 24th April 2019.

students try to pronounce alone. After that, the teacher always corrects students' pronunciation directly.[73]

From data gained through interview to the teacher, the researcher assumed that the atmosphere in the class is very active. The teacher followed the procedures and the techniques of Audio-Lingual Method. The teacher gave many vocabularies to the students and instructed them to pronounce together. The sound is native speaker from audio. Students can be listen how to pronounce rightly from native speaker that supported by audio. There are some students who fluent in pronunciation but also there are some students who still difficult to pronounce. From the audio that use voice from native speaker, students can imitate appropriate with native speaker. Audio-Lingual Method is important for young learners. Young learners have not been affected by another dialect language. The teacher often show the video from native speaker. So, the students can be listen and watch directly. Only listen and watch, the students can be pronounce rightly without taught by teacher. Using Audio-Lingual Method, make students can be pronounce in the correct stressing and intonation. Students have known if pronounce question mark, the intonation is high or low. The students very interest if the teacher taught speaking using Audio-Lingual Method through mp3. The students listen first, then they imitated from native speaker in the audio. The students more interested with sound of native speaker from mp3 than the sound from the teacher. The students always listen thoroughly to the audio. After that, they asked to the

[73] Observation in the classroom on 2nd May 2019.

teacher how to pronounce the word rightly. The teacher gave the example how to pronounce the word before the students pronounce together. The teacher always correct the student's mistake one by one. Sometimes, the teacher looked the shape of mouth each of students when they pronounced. In teaching speaking, the students imitated the native speaker from audio or mp3 and teacher directly. By listening first and then imitating, students can be pronounce structurally, The teacher corrected students' mispronunciation directly but not using word "o kamu salah/you are wrong!". Example, the students said "she do es homework", the teacher corrected their mistake using the sentence like "oh you mean she does homework". The teacher correct student's mistake carefully. The teacher not using word "kamu salah!", it will make students afraid and unconfident to pronounce. The teacher's experience is when he has coaching in Cambridge with Mr. Alan Devenvort, when correct the something, we must correct directly but not use "o kamu salah".[74]

From data gained through interview to the students, the researcher conclude, when the teacher gave a game in the beginning lesson, mostly students really enjoying video of conversation and they want watch the video more and more. Many students interested and pay attention to the video. The students is very happy when the teacher instructed them to imitated and repeated the dialog based on the video. Practice of conversation make students very enthusiastic because the teacher always build the confidence of students by the teaching pronunciation

[74] Interview with Mr. Reesky Adi at Monday, 13rd May 2019.

carefully and correctly. Then, the students can say English words rightly.[75]

The researcher noted that some students seem bored, because the teacher mostly instructed students to repeat and imitate the word and sentence but he seldom give a game. If the students bored, they inclined passive. There are also some students seem confused when the teacher explain. Sometimes, the teacher explained the material too fast, so make students are difficult to imitate. In teaching speaking, the teacher never taught about grammar to the students. The students mostly remember some English vocabularies to pronounce together and only focus on memorizing vocabularies. So, the students less attention about grammar.[76]

The techniques of Audio-Lingual Method used in teaching speaking mostly repetition, after that practice of conversation. Learning speaking at fifth grade of SD Islam Al-Azhar 29 BSB City Semarang still have some obstacle only for some students. When the teacher instructed students to repeat the word together, there are some students who still silent because they felt bored or afraid if the teacher instructed them to pronounce one by one. By using Audio-Lingual Method, the teacher drilled students to pronounce the word until correct, then they imitated the video of conversation. If the students can pronounce correctly, after that the teacher instructed the students to practice

[75] Interview to the students at fifth grade of SD Islam Al Azhar 29 BSB City Semarang on 22nd, 23rd, 24th April and 2nd, 3rd May 2019.

[76] Observation in the classroom on 3rd May 2019.

conversation in front of class, but there are some students who still unconfident and afraid to practice in front of class. The teacher must to more creative to make atmosphere in the class become absorb in order to the students felt confident and brave to speak up. Audio-Lingual Method make the teacher become center learning. There are students who speak Javanese in speaking class. Maybe the students felt bored because always to repeat. Example, the teacher said please repeat together "Let's turn left" and then the students say "o belok ngiwo". There are some students who still felt that English so difficult. Sometimes the students did not deign to repeat and imitate what the teacher said. In teaching speaking, for grammar is very little. The teacher is not fixated on the grammar but more focused on the vocabulary and pronunciation the word or sentence. The comparison between vocabulary and grammar are 75:25. The students did not taught about verb 1, verb 2 and verb 3. Students only taught how to create the best sentence without grammar. The students do not know what is subject. They only know she, he, they. The teacher just repeat one word. Example "go", furthermore the teacher decided use "go", not change become "go, went, gone".[77]

The teacher only instructed the students to imitate and repeat the dialog based on the video, it is make students felt bored. Sometimes the teacher's instruction makes students felt confused. And the classroom atmosphere becomes crowded when the teacher

[77] Interview with Mr. Reesky Adi at Monday, 13rd May 2019.

plays the video of conversation, because most students are eager to say what words they hear.[78]

C. Discussion

In this part, the researcher would like to discuss about the finding of the process of Teaching Learning Speaking by Using Audio-Lingual Method to young learners by the participants of fifth grade students of SD Islam Al Azhar 29 BSB City Semarang that had been observed.

1. The process of Teaching Learning Speaking by Using Audio-Lingual Method to Young Learners

The researcher employed an observation and interview to the teacher and students to know how is the process of teaching learning speaking by using Audio-Lingual Method to young learners. Most of the students seemed active and enthusiasm. From data gained through observation, the researcher assumed that the teaching and learning process especially in teaching speaking through Audio-Lingual Method did run effectively.

There are some steps or procedures of teaching speaking using Audio-Lingual Method. On Audio-Lingual Method, the teacher tell to the students in good pronunciation. In the case, if true then command them to practice conversation. The teacher guided the students to follow the teacher's instructions. When speaking learning, the students only hear and see from the video that

[78] Interview to the students at fifth grade of SD Islam Al Azhar 29 BSB City Semarang on 22nd, 23rd, 24th April and 2nd, 3rd May 2019.

delivered by the native speakers. There are learning of structure in learning speaking that is through the practice of patterns of sound, order, and form, rather than by explanation. The teacher minimized vocabulary until all common structures have been learned.[79]

At fifth grade of SD Islam Al Azhar 29 BSB City Semarang in teaching speaking to young learners by using Audio-Lingual Method, the teacher is learning center. The teacher instructed the students to repeat and imitate what the teacher said. When teaching speaking, the teacher used mother tongue rarely and usually prefer used an English. For the first, students listen to the audio and then they imitated. The teacher always correct students' mispronunciation directly. The teacher didn't give many vocabularies to the students, only some words that is 5-6 word.[80]

This method has purpose that is facilitates the students to use target language. Besides that, Audio-Lingual method consist of various techniques to drill the students. According to Larsen-Freeman, the kinds of techniques such as dialog memorization, backward build up, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question and answer drill, use minimal pairs, complete the dialog and grammar games.[81]

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[79] Jack C Richards and Theodore S Rodgers, *Approach and Methods in Language Teaching Second Edition* (New York: Cambridge University Press, 1986), p. 58-59.

[80] Observation in the classroom on 22nd and 23nd April 2019.

[81] Diane Larsen Freeman, *Techniques and Principles in Language Teaching* (New York: Oxfod University Press, 2000), p.34.

In teaching speaking at the fifth grade of SD Islam Al Azhar 29 BSB City Semarang, the teacher used technique of Audio-Lingual Method such as dialog memorization, repetition drill, backward build-up, chain drill, single slot and multiple slot substitution. But, the teacher prefer to use dialog memorization and repetition drill. The teacher instructed the students to remember short conversation or dialogue through mimicry. The teacher gave short conversation on the video and then gave the text of it. The students imitate conversation on the video. If there are students having mistaken in pronunciation, the teacher always correct mispronunciation directly. Sometimes, the teacher instructed students to repeat the word after the teacher said. The teacher gave some words through audio and then the students listen together. After that, the teacher guided the students to pronounce until correct.[82]

Audio-Lingual Method has some principles that should be done in the teaching and learning process. In the Audio-Lingual Method, the new material is presented in dialog form. When teaching speaking, structural patterns are taught using repetitive drills. Learning speaking without teach grammar when using Audio-Lingual Method, teacher just give vocabulary to the students. For grammar is very little in teaching speaking. In the Audio-Lingual Method, sometimes use of tapes, language labs, and visual aids to support learning. The mother tongue mostly seldom used in learning speaking because more propose target language of

[82] Observation in the classroom on 22nd and 23nd April 2019.

English. If the students do mistake in pronunciation, after that the teacher correct mispronunciation directly.[83]

At fifth grade of SD Islam Al Azhar 29 BSB City Semarang, in the opening lesson, the teacher presented the new material by dialogue form. The target language mostly used in teaching speaking and the teacher rarely used another language except English. The teacher used tapes, audio or video of conversation from the native speakers in students' textbook namely "Superminds Book". After watching the video of conversation, the students repeated the new dialogue each line several times. If all of the students can pronounce rightly, after that they practiced the conversation with their partner then demonstrate in front of class.[84]

The Audio-Lingual Method make atmosphere in the class become active but crowded. Many students interested to follow teacher's instructions. The Audio-Lingual Method has many drill to make students interested in the learning. Teaching speaking by using Audio-Lingual Method is focused on the correct imitation of the teacher by the students. The teacher always plays video of conversation, sometimes plays audio. So, make the students interested to active and follow the teacher's instructions. The

[83] H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (London: Longman, 2001), p.23.

[84] Observation in the classroom on 24th April 2019.

speaking and listening skill are more drilled, so the pronunciation skill and listening skill are more controlled.[85]

When teaching speaking, the English teacher at the fifth grade of SD Islam Al Azhar 29 BSB City Semarang focused on the repetition and imitation. And then, the teacher always correct student's pronunciation directly and immediately. The teacher always motivate the students carefully to pronounce the word, so make the students brave to speak up. Although, there are some students do mistake on the pronunciation. By using Audio-Lingual Method, the students more mastered many vocabularies and know the correct pronunciation. Through audio from native speaker, the students can be listened how to pronounce rightly. Not only pronunciation but also the students taught about stressing word. Through audio and video of conversation from native speaker, it is make students more interested to pronounce what they hear. English teacher always correct students' error and mispronunciation directly. The teacher didn't blamed using word likes "o kamu salah/you are wrong!". If the teacher judge the students, it is make students afraid to try again. The teacher always diminished word "o kamu salah".[86]

At fifth grade of SD Islam Al Azhar 29 BSB City Semarang, sometimes, the teacher gives a game to the students in order to they

[85] https://www.myenglishpages.com/blog/the-audiolingual-approach/, accessed at 11:45 AM, 21/04/2019.

[86] Interview with Mr. Reesky Adi at Monday, 13rd May 2019.

do not felt bored. There are many students really enjoyed the video of conversation. The students are very interested and they always pay attention to the video. The techniques of Audio-Lingual Method like repetition, imitation and practice of conversation make students become enthusiastic.[87]

In the Audio-Lingual Method, the teacher must to carefully guiding the students. The procedure of Audio-Lingual Method is mostly repeat the word and sentence, so make smart students feel bored. Because the teacher always instruct to repeat and imitate. Sometimes the students are confused because the teacher explain the material in simple way not in detail way. For the grammar skill is not drilled in teaching speaking by using Audio-Lingual Method.[88]

When learning speaking at fifth grade of SD Islam Al Azhar 29 BSB City Semarang, there are some students looked not enthusiastic in the middle of lesson. They felt bored because the teacher almost instructed to the students to repeat and imitate without taught the grammar skill. The teacher not taught about structure so, make students not know about differences among verb 1, verb 2 and verb 3. Sometimes, the teacher only showed the audio to the students without the video of conversation. So, make the students confused because the teacher explained with so simple

[87] Interview to the students at fifth grade of SD Islam Al Azhar 29 BSB City Semarang on 22nd, 23rd, 24th April and 2nd, 3rd May 2019.

[88] https://www.myenglishpages.com/blog/the-audiolingual-approach/, accessed at 11:45 AM, 21/04/2019.

way. There are many techniques of the Audio-Lingual Method but the teacher mostly used repetition and imitation. So, it makes students felt bored. Sometimes video of conversation also make students felt bored. The teacher using dialogue memorization in teaching speaking, but it makes students afraid to practice in front of class because they unconfident to speak up. In the Audio-Lingual Method, the teacher is learning center, it is make students independent. To build the students' motivation and enthusiasm, the teacher must to be creative to create dynamic class become active and make students not bored. Grammar is very little taught. Vocabulary and grammar have the comparison 75:25.[89]

At fifth grade of SD Islam Al Azhar 29 BSB City Semarang, The teacher only uses repetition and imitation drill, it is make students felt bored. The teacher's explanation makes students felt confused, because the teacher explain in simple way. Classroom atmosphere is very crowded when the teacher played the video of conversation, it is make classroom not affective.[90]

[89] Interview with Mr. Reesky Adi at Monday, 13rd May 2019.

[90] Interview to the students at fifth grade of SD Islam Al Azhar 29 BSB City Semarang on 22nd, 23rd, 24th April and 2nd, 3rd May 2019.

CHAPTER V
CONCLUSION, SUGGESTION AND CLOSING

The previous chapters have already introduced the general introduction, provided the theoretical background, justified the methods and analyzed the findings of the study. This chapter, serving the conclusion of the whole research, will cover summaries of the major findings, a pedagogical suggestion for better English language teaching and learning process, scope of the study and recommendations for further studies.

A. Conclusion

The researcher is going to draw the conclusion from the previous chapter which has been discussed. With aims to find the answer to research question of the process of teaching learning speaking by using Audio-Lingual Method to young learners, the findings are summarized as follow:

1. Teaching and learning process were investigated at the fifth grade of SD Islam Al Azhar 29 BSB City Semarang. The teacher had applied the procedure of Audio-Lingual Method. On Audio-Lingual Method, the teacher as a role model for student in speaking after video of conversation to native speaker. The teacher and the students seldom used mother tongue in the class. The teacher used target language of English. The teacher used some techniques of Audio-Lingual Method, namely dialogue memorization, repetition and imitation. In

teaching speaking, the teacher always corrects the students' mispronunciation directly without blaming to the student.

In teaching speaking by using Audio-Lingual Method, the teacher focuses on the imitation and repetition drill. It means students imitated and repeated what the teacher said or from video and audio. The teacher instructed the students to pronounce carefully. So, it makes the students braver and not afraid to speak English in the class with their friend. Beside that, the Audio-Lingual Method also having some weaknesses. The students felt bored, especially smart student, because the teacher only used imitation and repetition drill. Sometimes, students felt confuse when the teacher explain the matter too simple, not comprehensive. The teacher only played audio from native speaker, and then students imitated it but the teacher not able to help. The teacher never taught about grammar in teaching speaking. He only focuses on English vocabularies material in teaching speaking. So, it makes the students do not understand about differences among verb 1, verb 2, verb 3 and irregular.

B. Suggestion

Considering the finding of the research, the researcher would like to give some suggestions:

1. For the Teacher

a. The teacher should provide a variety of techniques of Audio-Lingual Method, especially in teaching speaking in order to make teaching and learning process more interesting and to attract the students in learning English.
b. The teacher should use variations of sentences pattern.
c. The teacher should use language laboratory, so the teacher can prepare the material well and the students will more interested in teaching speaking.

2. For the Students

The students should have strong motivation to learn and practice their English at school or out of school to improve their speaking.

In learning speaking, students should more practice in English speaking they have learned every day.

3. For the school

The school should provide language laboratory and teaching media is more creative so the students can more increase their English ability.

4. For other researcher

The other researcher should prepare the theory that related to the research that will be conducted.

C. Closing

This is the last part of final project. The researcher admits that there are still many mistakes. Therefore, she does wait for

constructive suggestions for better creation to accomplish the next project. May this final project be useful for us.

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APPENDICES

Appendix 1

Interview Guidelines for Teachers

Research Focus : The Implementation of Audio-Lingual Method in Teaching Speaking to Young Learners

Interviewee : Mr. Reesky Adi Nugroho, S. Pd. (English Teacher at SD Islam Al Azhar 29 BSB City Semarang)

1. What are the reasons choosing Audio-Lingual Method in teaching speaking?
2. Do you think Audio-Lingual Method is appropriate for young learners in teaching speaking? Please explain!
3. Does Audio-Lingual Method have many positive impact in teaching speaking? Please explain!
4. How is the students' interest during learning speaking through Audio-Lingual Method?
5. How is the improvement of students' English speaking skill when learning speaking using Audio-Lingual Method
6. Does the teacher always correct students' errors and mispronunciation directly and immediately?
7. What are the techniques of Audio-Lingual Method that often used in teaching speaking?

8. What are the obstacles and problems faced by teacher in the implementation of Audio-Lingual Method in teaching speaking?
9. What are the obstacles and problems faced by students in learning speaking through Audio-Lingual Method?
10. Does the teacher also drill grammar skill in teaching speaking?

Interview for students

1. Do you really enjoy when the teacher gives you a game before watching a video conversation?
2. Are you very interested when the teacher plays video of English conversation when teaching English speaking?
3. Are you really happy when the teacher instructs you to imitate and repeat the dialog based on the video?
4. Does practicing the conversation make me enthusiastic to speak English?
5. Do you feel excited when the teacher asks me to practice conversation in front of class?
6. Do you feel bored when the teacher just instructs you to imitate and repeat the dialog based on the video?
7. Sometime, do you feel confused when the teacher instructs you to practice conversation in front of class?
8. Does atmosphere in the class become so crowded when teacher plays video of conversation?

Appendix 2

INTERVIEW RESULT

Date: May 13rd 2019

Transcript of Interview Guidelines for the Teacher

Participants : Mr. Reesky Adi Nugroho, S. Pd

Date and Time : Monday, May 13rd 2019

Topic : The Implementation of Audio-Lingual Method in Teaching Speaking to Young Learners

Position : English Teacher at fifth grade of SD Islam Al Azhar 29 BSB City Semarang

Turn	Speaker	Text
1.	Researcher	What are the reasons choosing Audio-Lingual Method in teaching speaking?
	Teacher	The reasons choosing Audio-Lingual Method in teaching speaking in order to students to know many vocabulary. For pronunciation practice, teacher use real audio from native speaker. In case, students able to hear how to speak well. The point is to support the students in order to know about good stressing.

2.	Researcher	Do you think Audio-Lingual Method is appropriate for young learners in teaching speaking? Please explain!
	Teacher	Audio-Lingual Method is appropriate not only for young learners. But for young learners it is very nice while the students has not been affected by other dialects languages. Maybe it's only affected by your own local language. The Audio-Lingual Method helps children to imitate very well. Only by hearing and watching videos, they can say what they hear without being taught by the teacher. Therefore, the Audio-Lingual Method is appropriate for young learners.
3.	Researcher	Does Audio-Lingual Method have many positive impact in teaching speaking? Please explain!
	Teacher	There are many positive impacts from the Audio-Lingual Method, which can improve how to say the right words, correct stressing and correct intonation. For example, there is a question sentence that is rising. It makes students trained
4.	Researcher	How is the students' interest during learning speaking through Audio-Lingual Method?

	Teacher	For young learners, tend to like to be taught to use mp3. First, the students listen after that they mimic what native speakers say from mp3. Students are more interested when listening to original audio from native speakers than the sound of the teacher. Sometimes, students ask the teacher, how is the correct pronunciation, after that they brave to say it themselves. The teacher gives an examples after the students have difficulties to pronounce. The students are very enthusiasm to say the words when given examples through video, audio and mp3.
5.	Researcher	How is the improvement of students' English speaking skill when learning speaking using Audio-Lingual Method?
	Teacher	For speaking, the students often imitate what they hear. Therefore, children have little flow in speaking and correct pronunciation. It means, the students can pronounce with the right expression.
6.	Researcher	Does the teacher always correct students' errors and mispronunciation directly and immediately?

	Teacher	The teacher corrects the students' mispronunciation directly but does not use the word 'o kamu salah/you're wrong!'. If like that, it will make students tend to be afraid. But, if the teacher corrects students' mistake carefully, they will realize their mistake. Teacher's experience when training in Cambridge with Mr, Alan Devenvort, so when confirming something you have to correct directly but not use the word 'kamu salah/you're wrong'. The teacher have to reduce the word 'you are wrong'
7.	Researcher	What are the techniques of Audio-Lingual Method that often used in teaching speaking?
	Teacher	The teacher uses repetition and imitation drill frequently. Sometimes, the teacher instructs students to practice conversation.
8.	Researcher	What are the obstacles and problems faced by teacher in the implementation of Audio-Lingual Method in teaching speaking?
	Teacher	During this time, speaking learning is still constrained for only a few students. The students can actually pronounce English words but only lake of motivation to learn English. There are children who tend to be

		quiet and inactive not only for English subjects, but also for other subjects. Therefore, there is a kind of cooperative learning to support Audio-Lingual Method. For example, there are discussions, practices of conversation or dialogue. In that case, the teacher must involve several students so that they appear active. Basically, students do have to look and listen first. After hearing, then they pronounce the word. After that, students do practice of conversation in teaching speaking. The teacher hopes in order to the students will be better in speaking. The main obstacle is in children's motivation. So how can the teacher turn on the class to became active and make the atmosphere fun for learning English.
9.	Researcher	What are the obstacles and problems faced by students in learning speaking through Audio-Lingual Method?
	Teacher	The teacher must be a learning center. The teachers is not good if they often do talk to the students. So, how should the teacher be able to make students active rather than the teacher. Students' obstacle is lack of of

		motivation at home too. There are still fifth grade students who use Javanese when they are in English subject. The students are bodily period, but in the end they comes here trying to speak English. Like or dislike, they must use English when prompted for practice of conversation. But only a few children like that. From the beginning, children often suggest that English is difficult, that is the motivation we have to change. The teacher usually approaches to the students. For example, in class, we designate the students to say the word themselves. Sometimes, the teacher gives a warning like this 'okay, please, you can use Javanese but you also have to use English. The teacher must give the opportunity to speak English. Therefore, the teacher must involve the students into pleasant English learning. The teacher must further review and master the material, so that the students who previously thought English was difficult became something fun.
10.	Researcher	Does the teacher also drill grammar skill in teaching speaking?

	Teacher	The teacher teaches very little grammar to students. In teaching speaking by using Audio-Lingual Method, the teacher teaches more vocabulary in speaking. Vocabulary and grammar are 75:25 comparisons. In the student's book that is "Superminds Book", the level is very high for grammar. But, actually "Superminds Book" for 1-6 grade is not too complicated to discuss grammar regarding subject, predicate and verb. The teacher only teaches students so that students can arrange and pronounce the sentence so that it is very well integrated. Students do not understand what the subject is. They better understand "she, he, it". So, the teacher teaches vocabularies to facilitate student's speaking. The teacher only give one word to the students and then repeated. Example of the word "go", then the teacher uses the word repeatedly. For example, using words that change shape like "go, went, gone" is very complicated for young learners.

Appendix 3

INTERVIEW RESULT

Date: on 22nd, 23rd, 24th April and 2nd, 3rd May 2019

Transcript of Interview Guidelines for the students

Participants : Students of Fifth Grade

Date and Time : On 22nd, 23rd, 24th April and 2nd, 3rd May 2019

Topic : The Implementation of Audio-Lingual Method in Teaching Speaking to Young Learners

Turn	Speaker	Text
1.	Researcher	Do you really enjoy when the teacher gives you a game before watching a video conversation?
	Students	Yes, I want more and more fun
2.	Researcher	Are you very interested when the teacher plays video of English conversation when teaching English speaking?
	Students	Yes, I really interesting with the video
3.	Researcher	Are you really happy when the teacher instructs you to imitate and repeat the dialog based on the video?

	Students	Yes, I am very happy, cause the video is amusing
4.	Researcher	Does practicing the conversation make me enthusiastic to speak English?
	Students	Yes, I am very enthusiastic
5.	Researcher	Do you feel excited when the teacher asks me to practice conversation in front of class?
	Students	Yes, but I little bit shy
6.	Researcher	Do you feel bored when the teacher just instructs you to imitate and repeat the dialog based on the video?
	Students	Yes, sometimes
7.	Researcher	Sometime, do you feel confused when the teacher instructs you to practice conversation in front of class?
	Students	Yes, little bit but it is okay
8.	Researcher	Does atmosphere in the class become so crowded when teacher plays video of conversation?
	Students	Yes, because mostly understand what teachersaid

Appendix 4

The Observation Check List 1

Date: Monday, 22nd April 2019

Observation Guidelines for Teacher

Teacher : Reesky Adi Nugroho, S. Pd.

Class : 5 Yunus

Aspect	Indicator	Yes	No	Note
Opening a lesson	1. Teacher asks the students to sit down on his/her own chair	√		
	2. Teacher leads the class to say basmallah together	√		
	3. Teacher asks who is missing today?	√		
	4. Teacher gives motivations to the students about study everyday	√		
Organizing the activity using	5. Activities are teacher centred learning	√		

Audio-Lingual Method	6. Teacher notices the students to listen the teacher attentively	√		
	7. Teacher's instructions are in English	√		Mostly use English
	8. Teacher presents the new material by dialog form	√		Use video of conversation
	9. The teacher mostly uses the target language of English	√		
	10. Teacher seldom uses another language except English	√		
	11. Teacher shows video conversation between two people or more	√		On LCD
	12. Teacher instructs students to repeat each line of the new dialog several times	√		First, teacher say word and then students repeat together
	13. Teacher corrects students' mispronunciation by modeling the proper	√		

	sounds in the target language			
	14. Teacher instructs students to practice the conversation with their partner after that demonstrate in front of class	√		
Using Audio-Lingual Method	15. Teacher uses various techniques of Audio-Lingual Method (dialog memorization, repetition drill, backward Build-up, chain drill, single slot and multiple slot substitution)	√		Teacher mostly uses Dialog memorization and repetition rill
	16. Teacher is a model of the target language		√	The model of the target language is mostly from video, audio and mp3.

	17. Teachers provides the media like video and speaker to students.	√		
	18. The teacher is like an orchestra leader-conducting, guiding, and controlling the students' behavior in the target language.		√	
	19. Dialogue is from students' textbook with CD (Audio)	√		Teacher also uses video from 'Superminds book'
	20. Minimal pairs are used		√	
	21. Teachers correct students' errors directly and immadiately.	√		Teacher corrects student's mistake carefully
	22. New vocabulary is introduced through lines of the dialog		√	
Teaching to the young learners	23. Teachers introduce a variety of activities at different times that	√		

	(Students listen to the teacher and understand the vocabulary)			
	24. Classroom environment more interactive than competitive (Teacher give a game to the students)	√		
	25. The task is designed in such a way (Students watch the video of conversation and then practice conversation with their partner)	√		
	26. The class size is not large and limited to 20-25 students	√		
Closing a lesson	27. Teacher asks students about what did they learn today.	√		
	28. Teacher gives motivation to the students about learning	√		

	English and praise everyday			
	29. Teacher gives salam and say hamdallah together	√		
29 items				
The strengths of Audio-Lingual Method in teaching speaking to young learners	30. Teacher focuses on the correct imitation to the students	√		
	31. Students are more brave to speak up with their friends	√		
	32. Teacher corrects students' pronunciation	√		
3 items				
The weaknesses of Audio-Lingual Method in teaching spaking to young learners	33. Students seem bored	√		
	34. Students seem confused when the teacher explain	√		
	35. Students don't get grammar skill	√		
3 items				
Total	**35 items**			

Appendix 5

The Observation Check List 2

Date: Monday, 23rd April 2019

Observation Guidelines for Teacher

Teacher : Reesky Adi Nugroho, S. Pd.

Class : 5 Zakaria

Aspect	Indicator	Yes	No	Note
Opening a lesson	1. Teacher asks the students to sit down on his/her own chair	√		
	2. Teacher leads the class to say basmallah together	√		
	3. Teacher asks who is missing today?	√		
	4. Teacher gives motivations to the students about study everyday	√		
Organizing the activity using	5. Activities are teacher centred learning	√		Students also looked active in class

Audio-Lingual Method	6. Teacher notices the students to listen the teacher attentively	√		
	7. Teacher's instructions are in English	√		
	8. Teacher presents the new material by dialog form	√		Mostly use Video of conversation
	9. The teacher mostly uses the target language of English	√		
	10. Teacher seldom uses another language except English	√		
	11. Teacher shows video of conversation between two people or more	√		Students very interested
	12. Teacher instructs students to repeat each line of the new dialog several times	√		
	13. Teacher corrects students' mispronunciation by modeling the proper	√		Students imitate what the teacher says

	sounds in the target language			until they can pronounce
	14. Teacher instructs students to practice the conversation with their partner after that demonstrate in front of class	√		
Using Audio-Lingual Method	15. Teacher uses various techniques of Audio-Lingual Method (dialog memorization, repetition drill, backward Build-up, chain drill, single slot and multiple slot substitution)	√		Teacher mostly uses repetition and imitation drill
	16. Teacher is a model of the target language		√	
	17. Teachers provides the media like video and speaker to students.	√		
	18. The teacher is like an orchestra leader-conducting, guiding,		√	

	and controlling the students' behavior in the target language.			
	19. Dialogue is from students' textbook with CD (Audio)	√		The audio from 'Superminds Book'
	20. Minimal pairs are used		√	
	21. Teachers correct students' errors directly and immadiately.	√		
	22. New vocabulary is introduced through lines of the dialog		√	
Teaching to the young learners	23. Teachers introduce a variety of activities at different times that (Students listen to the teacher and understand the vocabulary)	√		
	24. Classroom environment more interactive than competitive (Teacher give a game to the students)	√		

	25. The task is designed in such a way (Students watch the video of conversation and then practice conversation with their partner)	√		
	26. The class size is not large and limited to 20-25 students	√		
Closing a lesson	27. Teacher asks students about what did they learn today.	√		
	28. Teacher gives motivation to the students about learning English and praise everyday	√		
	29. Teacher gives salam and say hamdallah together	√		
29 items				
The strengths of Audio-Lingual Method in	30. Teacher focuses on the correct imitation to the students	√		

teaching speaking to young learner	31. Students are more brave to speak up with their friends	√		
	32. Teacher corrects students' pronunciation	√		
3 items				
The weaknesses of Audio-Lingual Method in teaching spaking to young learners	33. Students seem bored	√		
	34. Students seem confused when the teacher explain	√		
	35. Students don't get grammar skill	√		
3 items				
Total	**35 items**			

Appendix 6

The Observation Check List 3

Date: Monday, 24th April 2019

Observation Guidelines for Teacher

Teacher : Reesky Adi Nugroho, S. Pd.

Class : 5 Yahya

Aspect	Indicator	Yes	No	Note
Opening a lesson	1. Teacher asks the students to sit down on his/her own chair	√		
	2. Teacher leads the class to say basmallah together	√		
	3. Teacher asks who is missing today?	√		
	4. Teacher gives motivations to the students about study everyday	√		Teacher also give a game to the students
Organizing the activity using	5. Activities are teacher centred learning	√		

Audio-Lingual Method	6. Teacher notices the students to listen the teacher attentively	√		
	7. Teacher's instructions are in English	√		There are some students who don't undesrstand about what the teacher says.
	8. Teacher presents the new material by dialog form	√		
	9. The teacher mostly uses the target language of English	√		
	10. Teacher seldom uses another language except English	√		
	11. Teacher shows video conversation between two people or more	√		The students are very interested
	12. Teacher instructs students to repeat	√		

	each line of the new dialog several times			
	13. Teacher corrects students' mispronunciation by modeling the proper sounds in the target language	√		
	14. Teacher instructs students to practice the conversation with their partner after that demonstrate in front of class	√		There are the students who feel afraid to demonstrate in front of class
Using Audio-Lingual Method	15. Teacher uses various techniques of Audio-Lingual Method (dialog memorization, repetition drill, backward Build-up, chain drill, single slot and multiple slot substitution)	√		Teacher use repetition, dialog memorization and imitation.

	16. Teacher is a model of the target language		√	Students are more active
	17. Teachers provides the media like video and speaker to students.	√		
	18. The teacher is like an orchestra leader-conducting, guiding, and controlling the students' behavior in the target language.		√	
	19. Dialogue is from students' textbook with CD (Audio)	√		From 'Superminds Book'
	20. Minimal pairs are used		√	
	21. Teachers correct students' errors directly and immadiately.	√		
	22. New vocabulary is introduced through lines of the dialog		√	

Teaching to the young learners	23. Teachers introduce a variety of activities at different times that (Students listen to the teacher and understand the vocabulary)	√		
	24. Classroom environment more interactive than competitive (Teacher give a game to the students)	√		The game is guessing game
	25. The task is designed in such a way (Students watch the video of conversation and then practice conversation with their partner)	√		
	26. The class size is not large and limited to 20-25 students	√		The class size is not big, it makes ake the class’

				atmosphere more
Closing a lesson	27. Teacher asks students about what did they learn today.	√		
	28. Teacher gives motivation to the students about learning English and praise everyday	√		
	29. Teacher gives salam and say hamdallah together	√		
29 items				
The strengths of Audio-Lingual Method in teaching speaking to young learner	30. Teacher focuses on the correct imitation to the students	√		
	31. Students are more brave to speak up with their friends	√		
	32. Teacher corrects students' pronunciation	√		
3 items				
	33. Students seem bored	√		

The weaknesses of Audio-Lingual Method in teaching spaking to young learners	34. Students seem confused when the teacher explain	√		
	35. Students don't get grammar skill	√		
3 items				
Total	**35 items**			

Appendix 7

The Observation Check List 4

Date: Monday, 2nd May 2019

Observation Guidelines for Teacher

Teacher : Reesky Adi Nugroho, S. Pd.

Class : 5 Muhammad

Aspect	Indicator	Yes	No	Note
Opening a lesson	1. Teacher asks the students to sit down on his/her own chair	√		
	2. Teacher leads the class to say basmallah together	√		
	3. Teacher asks who is missing today?	√		
	4. Teacher gives motivations to the students about study everyday	√		

Organizing the activity using Audio-Lingual Method	5. Activities are teacher centred learning	√		Students more active
	6. Teacher notices the students to listen the teacher attentively	√		
	7. Teacher's instructions are in English	√		
	8. Teacher presents the new material by dialog form	√		
	9. The teacher mostly uses the target language of English	√		
	10. Teacher seldom uses another language except English	√		
	11. Teacher shows video conversation between two people or more	√		
	12. Teacher instructs students to repeat each line of the new dialog several times	√		

	13. Teacher corrects students' mispronunciation by modeling the proper sounds in the target language	√		The teacher corrects' students mistake carefully
	14. Teacher instructs students to practice the conversation with their partner after that demonstrate in front of class	√		
Using Audio-Lingual Method	15. Teacher uses various techniques of Audio-Lingual Method (dialog memorization, repetition drill, backward Build-up, chain drill, single slot and multiple slot substitution)	√		Teacher mostly uses repetition and imitation drill
	16. Teacher is a model of the target language		√	

	17. Teachers provides the media like video and speaker to students.	√		
	18. The teacher is like an orchestra leader-conducting, guiding, and controlling the students' behavior in the target language.		√	Teacher taught students in order to more creative
	19. Dialogue is from students' textbook with CD (Audio)	√		
	20. Minimal pairs are used		√	
	21. Teachers correct students' errors directly and immadiately.	√		Students imitate what the teacher says
	22. New vocabulary is introduced through lines of the dialog		√	

Teaching to the young learners	23. Teachers introduce a variety of activities at different times that (Students listen to the teacher and understand the vocabulary)	√		
	24. Classroom environment more interactive than competitive (Teacher give a game to the students)	√		
	25. The task is designed in such a way (Students watch the video of conversation and then practice conversation with their partner)	√		Students looked very enthusiasm
	26. The class size is not large and limited to 20-25 students	√		

Closing a lesson	27. Teacher asks students about what did they learn today.	√		
	28. Teacher gives motivation to the students about learning English and praise everyday	√		
	29. Teacher gives salam and say hamdallah together	√		
29 items				
The strengths of Audio-Lingual Method in teaching speaking to young learners	30. Teacher focuses on the correct imitation to the students	√		
	31. Students are more brave to speak up with their friends	√		
	32. Teacher corrects students' pronunciation	√		
3 items				
	33. Students seem bored	√		

The weaknesses of Audio-Lingual Method in teaching spaking to young learners	34. Students seem confused when the teacher explain	√		
	35. Students don't get grammar skill	√		
3 items				
Total	**35 items**			

Appendix 8

The Observation Check List 5

Date: Monday, 3rd May 2019

Observation Guidelines for Teacher

Teacher : Reesky Adi Nugroho, S. Pd.

Class : 5 Isa

Aspect	Indicator	Yes	No	Note
Opening a lesson	1. Teacher asks the students to sit down on his/her own chair	√		
	2. Teacher leads the class to say basmallah together	√		
	3. Teacher asks who is missing today?	√		
	4. Teacher gives motivations to the students about study everyday	√		

Organizing the activity using Audio-Lingual Method	5. Activities are teacher centred learning	√		
	6. Teacher notices the students to listen the teacher attentively	√		
	7. Teacher's instructions are in English	√		Mostly use English
	8. Teacher presents the new material by dialog form	√		Teacher uses video of conversation from students' textbook
	9. The teacher mostly uses the target language of English	√		
	10. Teacher seldom uses another language except English	√		
	11. Teacher shows video conversation between two people or more	√		Using LCD
	12. Teacher instructs students to repeat	√		Teacher first, and then

	each line of the new dialog several times			students imitate the taecher
	13. Teacher corrects students' mispronunciation by modeling the proper sounds in the target language	√		
	14. Teacher instructs students to practice the conversation with their partner after that demonstrate in front of class	√		
Using Audio-Lingual Method	15. Teacher uses various techniques of Audio-Lingual Method (dialog memorization, repetition drill, backward Build-up, chain drill, single slot and multiple slot substitution)	√		Teacher uses repetition and imitation drill frequently

	16. Teacher is a model of the target language		√	
	17. Teachers provides the media like video and speaker to students.	√		
	18. The teacher is like an orchestra leader-conducting, guiding, and controlling the students' behavior in the target language.		√	
	19. Dialogue is from students' textbook with CD (Audio)	√		Video and audio is from 'Superminds Book"
	20. Minimal pairs are used		√	
	21. Teachers correct students' errors directly and immadiately.	√		
	22. New vocabulary is introduced through lines of the dialog		√	

Teaching to the young learners	23. Teachers introduce a variety of activities at different times that (Students listen to the teacher and understand the vocabulary)	√		
	24. Classroom environment more interactive than competitive (Teacher give a game to the students)	√		
	25. The task is designed in such a way (Students watch the video of conversation and then practice conversation with their partner)	√		
	26. The class size is not large and limited to 20-25 students	√		

Closing a lesson	27. Teacher asks students about what did they learn today.	√		
	28. Teacher gives motivation to the students about learning English and praise everyday	√		
	29. Teacher gives salam and say hamdallah together	√		
29 items				
The strengths of Audio-Lingual Method in teaching speaking to young learners	30. Teacher focuses on the correct imitation to the students	√		
	31. Students are more brave to speak up with their friends	√		
	32. Teacher corrects students' pronunciation	√		
3 items				
	33. Students seem bored	√		

The weaknesses of Audio-Lingual Method in teaching spaking to young learners	34. Students seem confused when the teacher explain	√		
	35. Students don't get grammar skill	√		
3 items				
Total	**35 items**			

Appendix 9

A LESSON PLAN

****

School : SD ISLAM AL AZHAR 29 BSB Semarang

Subject : ENGLISH

Class/ Semester : 5/2

Academic Year : 2018-2019

Time Allocation : 3 x 35

A. MAIN COMPETENCE

1. Listening 2. Speaking

B. INDICATORS

a) Presenting and practicing Museum of the future vocabulary (Profession).

b) Understanding Conditional sentence (If……., ..will…..)

c) Identifying the color using Audio

d) Understanding What if …..

C. LEARNING OUTCOMES

e) By hang man game, students are able to present and practice Museum of the future vocabulary (Professions) correctly.

f) By Listening the Audio, students are able to identify the color button of Robix correctly.

g) By teacher explanation, students are able to understand Conditional sentence (If……., ..will…..) correctly.
h) By Guessing Game, students are able to Understanding What if ….. correctly.

D. TOPICS : " UNIT 8: MUSEUM OF THE FUTURE"

E. VIRTUE :

وَقُلِ ٱعۡمَلُواْ فَسَيَرَى ٱللَّهُ عَمَلَكُمۡ وَرَسُولُهُۥ وَٱلۡمُؤۡمِنُونَۖ وَسَتُرَدُّونَ إِلَىٰ عَٰلِمِ ٱلۡغَيۡبِ وَٱلشَّهَٰدَةِ فَيُنَبِّئُكُم بِمَا كُنتُمۡ تَعۡمَلُونَ ١٠٥

105. dan Katakanlah: "Bekerjalah kamu, Maka Allah dan Rasul-Nya serta orang-orang mukmin akan melihat pekerjaanmu itu, dan kamu akan dikembalikan kepada (Allah) yang mengetahui akan yang ghaib dan yang nyata, lalu diberitakan-Nya kepada kamu apa yang telah kamu kerjakan.

F. MATERIALS

1. Vocabulary target : Profession "Museum of The Future"
2. Conditional Sentence " If …., ..will…
3. Giving opinion "What if ….

G. APPLIED METHOD

1. Audio Lingual Method
2. Grammar Translation method
3. Total Physical Response

H. LEARNING EXPERIENCE

No	Activities	Time Allocation
1	Opening	
	- Teacher asks the students to sit down on his/her own chair. - Teacher leads the class to say Basmallah together - Teacher asks who is missing today? - Teacher gives motivations to the students about study every day. - Teacher explains the virtue of the lesson today. - Teacher give a game hang man to the students about profession.	5
2	Exploration	
	- Students listen to the teacher and understand the vocabulary SM page 94. - Teacher gives audio lingual and the students complete the activity SM page 95.	20

	- Teacher explains grammar Conditional Sentence type zero If …., … will (example : If I am thirsty, I will go to kitchen and take some orange juice in the fridge)	
3	Elaboration	
	- Teacher and students play guessing game about profession - Students watch the video and then practice conversation with their partner SM page 96. - Students read and listen the dialog page 76 and complete the activity. - Teacher explain grammar " What if …"	30
4	Confirmation	
	- Teacher gives exercise on the board and students complete the exercise. - Students complete the activity. - Check the answer as a class.	10
5	Closing	
	- Teacher gives asks the students about what did they learn today.	5

	- Teacher gives motivation to the students about learning English and praise every day. - Say hamdallah together and Teacher gives salam.	

I. SOURCE OF MATERIALS

1. Super Minds Book Level 5
2. CD Rom Audio lingual and Teachers book
3. Internet source
4. Dictionary

J. SCORING

1. Technique : Test and Non test
2. Instrument :
    1) Test
        a) Audio listening
        b) Super Minds text
        c) Write the names
        d) Role Play
    2) Non Test
        a) Check list
        b) Rating scale
        c) Performance

Semarang, 20 Maret 2019

Approved by
The Principal,

Ariful Ulum, S.Pd.

English
teacher,

Reesky Adi Nugroho, S.Pd.

ATTACHMENTS:

1. Listening Script

Attached

2. Song Lyric

Attached

3. Scoring Instrument

Attached

4. Scoring manual

Scoring Technique	**Form of Scoring**	**Instrument**
Test	Spoken and listening	*I work at the office. I works with some people to lead the company Who am I? ….*
Observation	Performance , Practice	Observation
Structured assignment	Homework , Exercise	1. Discuss with your friends and make a dialog about your holiday plan. Using what if … 2. Find 5 Professions and

		his Job's description. Then give your friends guess game.
Unstructured Assignment	Reading, writing	1. Read the text carefully and then answer the question

A LESSON PLAN

****

School : SD ISLAM AL AZHAR 29 BSB Semarang

Subject : ENGLISH

Class/ Semester : 5/ 2

Academic Year : 2018-2019

Time Allocation : 3 x 35

A. MAIN COMPETENCE

1. Listening 2. Speaking 3. Reading 4. Writing.

B. INDICATORS

a) Understand the dialog about jobs

b) Understanding about grammar focus “What if “

C. LEARNING OUTCOMES

a) By reading dialog, students are able to understand the dialog about jobs correctly.

c) By reading dialog, students are able to understand dialog “what if” correctly.

d) By teacher’s explanation, students are able to understand grammar focus “What if” correctly.

D. TOPICS : " UNIT 8: MUSEUM OF THE FUTURE"

E. VIRTUE :

وَقُلِ ٱعۡمَلُواْ فَسَيَرَى ٱللَّهُ عَمَلَكُمۡ وَرَسُولُهُۥ وَٱلۡمُؤۡمِنُونَۖ وَسَتُرَدُّونَ إِلَىٰ عَٰلِمِ ٱلۡغَيۡبِ وَٱلشَّهَٰدَةِ فَيُنَبِّئُكُم بِمَا كُنتُمۡ تَعۡمَلُونَ ١٠٥

105. dan Katakanlah: "Bekerjalah kamu, Maka Allah dan Rasul-Nya serta orang-orang mukmin akan melihat pekerjaanmu itu, dan kamu akan dikembalikan kepada (Allah) yang mengetahui akan yang ghaib dan yang nyata, lalu diberitakan-Nya kepada kamu apa yang telah kamu kerjakan.

F. MATERIALS

1. Dialog about job
2. Dialog What if
3. Grammar What if

G. APPLIED METHOD

1. Audio Lingual Method
2. Grammar Translation method
3. Reading skills

H. LEARNING EXPERIENCE

No	Activities	Time Allocation
1	Opening	
	- Teacher asks the students to sit down on his/her own chair. - Teacher leads the class to say basmallah together - Teacher asks who is missing today? - Teacher gives motivations to the students about study every day. - Teacher explains the virtue of the lesson today. - Teacher asks the students about their parents jobs	5
2	Exploration	
	- Teacher asks the students to read the dialog Rich and Pete - Students listen to the teacher and then answer the question. - Students discuss with the students about the text ‘ The trouble with Orange head XR-97 - Students answer the question about the text.	20

	- Students do activity page 99	
3	Elaboration	
	- Students discuss about future jobs page 100 - Students and teacher check the answers as a class.	30
4	Confirmation	
	- Students do activity page 124 - Check the answer as a class.	10
5	Closing	
	- Teacher gives asks the students about what did they learn today. - Teacher gives motivation to the students about learning English and praise every day. - Say hamdallah together and Teacher gives salam.	5

I. SOURCE OF MATERIALS

1. Super Minds Level 5
2. Internet source
3. Dictionary
4. Newspaper

J. SCORING

1. Technique : Test and Non test
2. Instrument :
   1) Test
      a) Audio listening
      b) Super Minds text
      c) Write the names
      d) Complete the audio text
   2) Non Test
      a) Check list
      b) Rating scale
      c) Performance

Semarang, January 2019

Approved by

The Principal, English teacher,

Ariful Ulum, S.Pd. **Reesky Adi Nugroho, S.Pd.**

ATTACHMENTS:

1. Listening Script

Attached

2. Song Lyric

Attached

3. Scoring Instrument

Attached

4. Scoring manual

Scoring Technique	**Form of Scoring**	**Instrument**
Test	Reading	*What can we do on Sunday?*
Observation	Performance , role play	Discuss in pair and answer the question page 99?
Structured assignment	Homework , Exercise	1. Discuss the future job ? 2. Why do you choose the future job?
Unstructured Assignment	Reading, writing	1. Read the text carefully and then answer the question

Appendix 10

A LESSON PLAN

***

School : SD ISLAM AL AZHAR 29 BSB Semarang

Subject : ENGLISH

Class/ Semester : 5/2

Academic Year : 2018-2019

Time Allocation : 3 x 35

A. MAIN COMPETENCE

1. Listening 2. Speaking,

B. INDICATORS

i) Presenting and practicing vocabulary Mystery at The Sea

j) Understanding Present perfect tense (‘ve already / haven’t … yet)

k) Understanding Present Perfect Tense Questions mark

C. LEARNING OUTCOMES

a) By Listening the audio, students are able to present and practice vocabulary Mystery at the sea correctly.

b) By slide show, students are able to understand present perfect tense correctly.

c) By teacher explanation, students are able to understand Present Perfect Tense Questions mark correctly.

D. TOPICS : " UNIT 9: MYSTERY AT THE SEA"

E. VIRTUE :

إِنَّ لِتَعَارَفُوٓاْ وَقَبَآئِلَ شُعُوبًا وَجَعَلۡنَٰكُمۡ وَأُنثَىٰ ذَكَرٖ مِّن خَلَقۡنَٰكُم إِنَّا ٱلنَّاسُ يَٰٓأَيُّهَا

خَبِيرٌ عَلِيمٌ ٱللَّهَ إِنَّ أَتۡقَىٰكُمۡ ٱللَّهِ عِندَ أَكۡرَمَكُمۡ ١٣

13. Hai manusia, Sesungguhnya Kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa - bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia diantara kamu disisi Allah ialah orang yang paling taqwa diantara kamu. Sesungguhnya Allah Maha mengetahui lagi Maha Mengenal.

F. MATERIALS

1. Vocabulary target : “Mystery at the Sea”
2. Grammar “Present Perfect Tense”
3. Grammar “Present Perfect Tense question mark”

G. APPLIED METHOD

1. Audio Lingual Method
2. Grammar Translation method
3. Total Physical Response

H. LEARNING EXPERIENCE

No	Activities	Time Allocation
1	Opening	
	- Teacher asks the students to sit down on his/her own chair. - Teacher leads the class to say Basmallah together - Teacher asks who is missing today? - Teacher gives motivations to the students about study every day. - Teacher explains the virtue of the lesson today.	5

	- Students look at the slides and then speak as in the audio Page 106.	
2	Exploration	
	- Students read the text about country and then do the activity page 107. - Teacher gives explanation about present perfect tense page 107 - Students listen to the song and complete the activity page 108.	20
3	Elaboration	
	- Teacher and students do activity page 109 - Students listen to teacher's explanation and do oral test page 109. - Students make a oral sentence like on the book page 109	30
4	Confirmation	
	- Teacher gives grammar exercise exercise - Students complete the activity. - Check the answer as a class.	10
5	Closing	

	- Teacher gives asks the students about what did they learn today. - Teacher gives motivation to the students about learning English and praise every day. - Say hamdallah together and Teacher gives salam.	5

I. SOURCE OF MATERIALS

1. Super Minds Book Level 5
2. CD Rom Audio lingual and Teachers book
3. Internet source
4. Dictionary

J. SCORING

1. Technique : Test and Non test
2. Instrument :
    1) Test
    2) Audio listening
    3) Super Minds text
    4) Write the names
    5) Role Play
    6) Non Test
    7) Check list
    8) Rating scale
    9) Performance

Semarang, January 2019

Approved by

The Principal, English teacher,

Ariful Ulum, S.Pd. **Reesky Adi Nugroho, S.Pd.**

ATTACHMENTS:

1. Listening Script

Attached

2. Song Lyric

Attached

3. Scoring Instrument

Attached

4. Scoring manual

Scoring Technique	**Form of Scoring**	**Instrument**
Test	Spoken and listening	*Do you ever be on the ship?* *How do you feel on the ship?*
Observation	Performance , Practice	Observation
Structured assignment	Homework , Exercise	3. What have you already done this morning? 4. Make 5 sentences to your friends

		about their daily activity this morning?
Unstructured Assignment	Reading, writing	2. Read the text carefully and then answer the question

A LESSON PLAN

***

School : SD ISLAM AL AZHAR 29 BSB Semarang

Subject : ENGLISH

Class/ Semester : 5/ 2

Academic Year : 2018-2019

Time Allocation : 3 x 35

A. MAIN COMPETENCE

1. Listening 2. Speaking 3. Reading 4. Writing.

B. INDICATORS

a) Understand the story text " The Mary Celeste"
b) Identifying the vocabulary on the text
c) Indentifying the Bermuda Triangle
d) Identifying the other tales story

C. LEARNING OUTCOMES

a) By watching the video, students are able to understand story about "the Mary Celeste" correctly.
b) By reading the text, students are able to identify the text correctly.
c) By Group Discussion, students are able to identify other kinds of tales story correctly.

D. TOPICS : " UNIT 9: MYSTERY AT THE SEA"

E. VIRTUE :

إِنَّا خَلَقْنَٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓاْ إِنَّ أَكْرَمَكُمْ عِندَ ٱللَّهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

13. Hai manusia, Sesungguhnya Kami menciptakan kamu dari seorang laki-laki dan seorang perempuan dan menjadikan kamu berbangsa - bangsa dan bersuku-suku supaya kamu saling kenal-mengenal. Sesungguhnya orang yang paling mulia diantara kamu disisi Allah ialah orang yang paling taqwa diantara kamu. Sesungguhnya Allah Maha mengetahui lagi Maha Mengenal.

F. MATERIALS

1. The Mary Celeste text
2. The Bermuda Triangle Text
3. Other Tales story

G. APPLIED METHOD

1. Audio Lingual Method
2. Grammar Translation method
3. Reading skills

H. LEARNING EXPERIENCE

No	Activities	Time Allocation
1	Opening	
	- Teacher asks the students to sit down on his/her own chair. - Teacher leads the class to say basmallah together - Teacher asks who is missing today? - Teacher gives motivations to the students about study every day. - Teacher explains the virtue of the lesson today. - Teacher asks the students about how many book they read on a month.	5
2	Exploration	
	- Students watch the video about mary Celeste and then try to do activity page 110 - Students check the answer with the class	20

	- Students listen to the teachers explanation about The Bermuda Triangle - Students do activity on the page 112 - Students and teachers check the answer as a class.	
3	Elaboration	
	- Students discuss with their friends about the picture other Tales' story. - Students and teacher check the answers as a class.	30
4	Confirmation	
	- Students do activity page 127 - Check the answer as a class.	10
5	Closing	
	- Teacher gives asks the students about what did they learn today. - Teacher gives motivation to the students about learning English and praise every day. - Say hamdallah together and Teacher gives salam.	5

I. SOURCE OF MATERIALS

1. Super Minds Level 5
2. Internet source
3. Dictionary
4. Newspaper

J. SCORING

1. Technique : Test and Non test
2. Instrument :
    1) Test
        a. Audio listening
        b. Super Minds text
        c. Write the names
        d. Complete the audio text
    2) Non Test
        a. Check list
        b. Rating scale
        c. Performance

Semarang, January 2019

Approved by
The Principal,

Ariful Ulum, S.Pd.

English
teacher,

Reesky Adi Nugroho, S.Pd.

ATTACHMENTS:

1. Listening Script

Attached

2. Song Lyric

Attached

3. Scoring Instrument

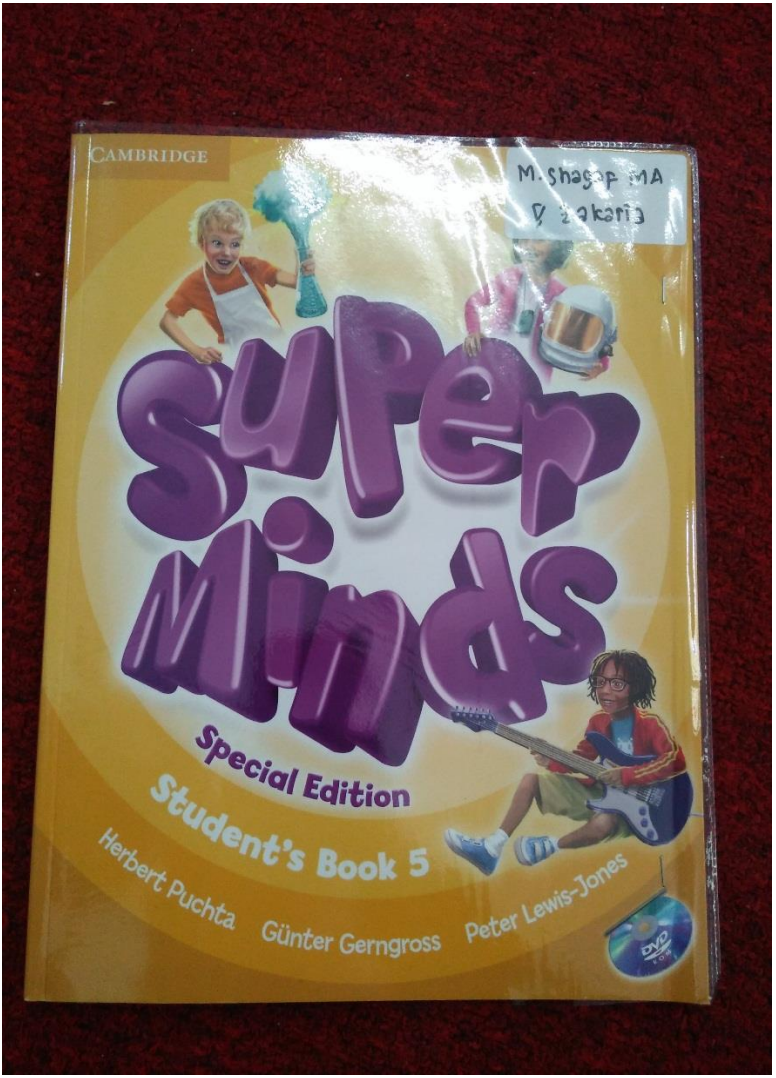
Attached

4. Scoring manual

Scoring Technique	**Form of Scoring**	**Instrument**
Test	Reading	*Why were the children hiding?*
Observation	Performance , role play	Discuss the picture of other Tale story!
Structured assignment	Homework , Exercise	3. Discuss the other tales story? 4. What do you think other story in your country?
Unstructured Assignment	Reading, writing	2. Read the text carefully and then answer the question

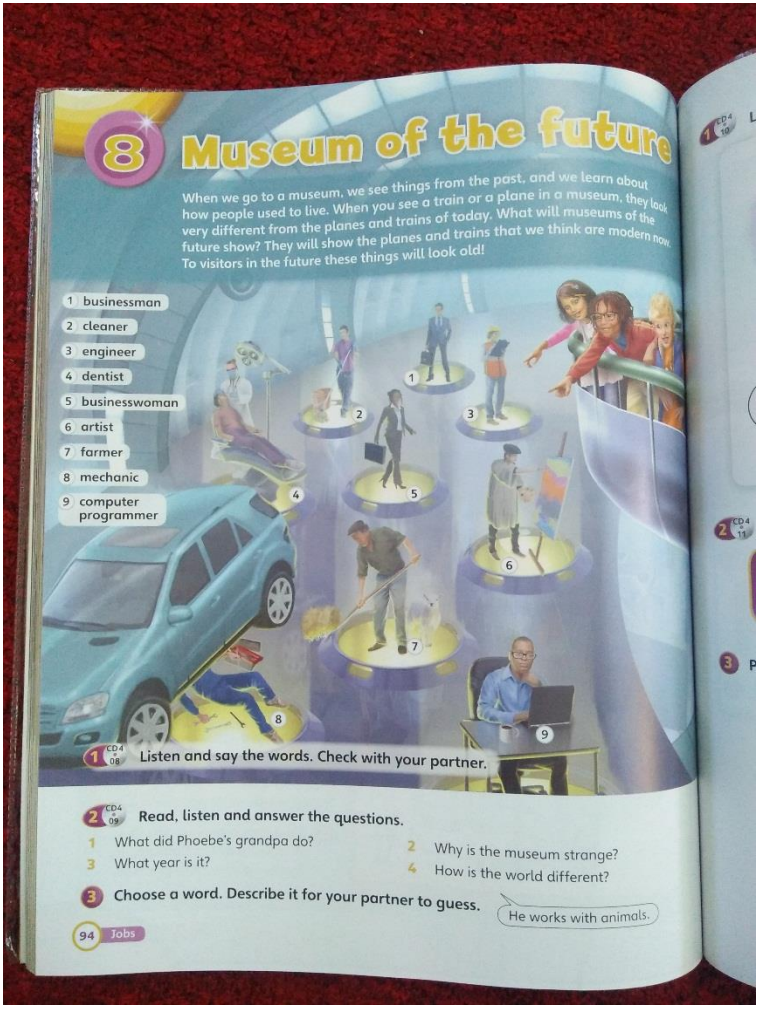
Appendix 11

Students' Book



Appendix 12

Content of students' book



8 Museum of the future

When we go to a museum, we see things from the past, and we learn about how people used to live. When you see a train or a plane in a museum, they look very different from the planes and trains of today. What will museums of the future show? They will show the planes and trains that we think are modern now. To visitors in the future these things will look old!

1 businessman
2 cleaner
3 engineer
4 dentist
5 businesswoman
6 artist
7 farmer
8 mechanic
9 computer programmer

1 CD4 08 Listen and say the words. Check with your partner.

2 CD4 09 Read, listen and answer the questions.

1 What did Phoebe's grandpa do?
2 Why is the museum strange?
3 What year is it?
4 How is the world different?

3 Choose a word. Describe it for your partner to guess.

He works with animals.

Appendix 13

Observation in classroom

Appendix 14

Conversation in front of class

Appendix 15

Interview with English teacher of fifth grade (Mr. Reesky Adi)

Appendix 16

Interview with the students

Appendix 17

Letter of Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: B-1517/Un.10.3/D.1/TL.00./03/2019 — 5 Maret 2019
Lamp : -
Hal : Mohon izin Riset
a.n. : Refita Rachma Vinasih
NIM : 1503046010

Yth. Kepala SD Islam Al-Azhar 29 BSB City
di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Refita Rachma Vinasih
NIM : 1503046010
Alamat : Jalan Pepaya rt 03/rw 07, Adipala, Cilacap
Judul skripsi : **The Implementation of Audio-Lingual Method in Teaching Speaking to Young Learners (A Study at Fifth Grade of SD Islam Al Azhar 29 BSB City Seamarang)**

Pembimbing :
1. Nadiah Ma'mun, M.Pd.
2. Sayyidatul Fadlilah, M.Pd.

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinkan melaksanakan riset selama 2 minggu, pada tanggal 22 April – 2 May 2019..
Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

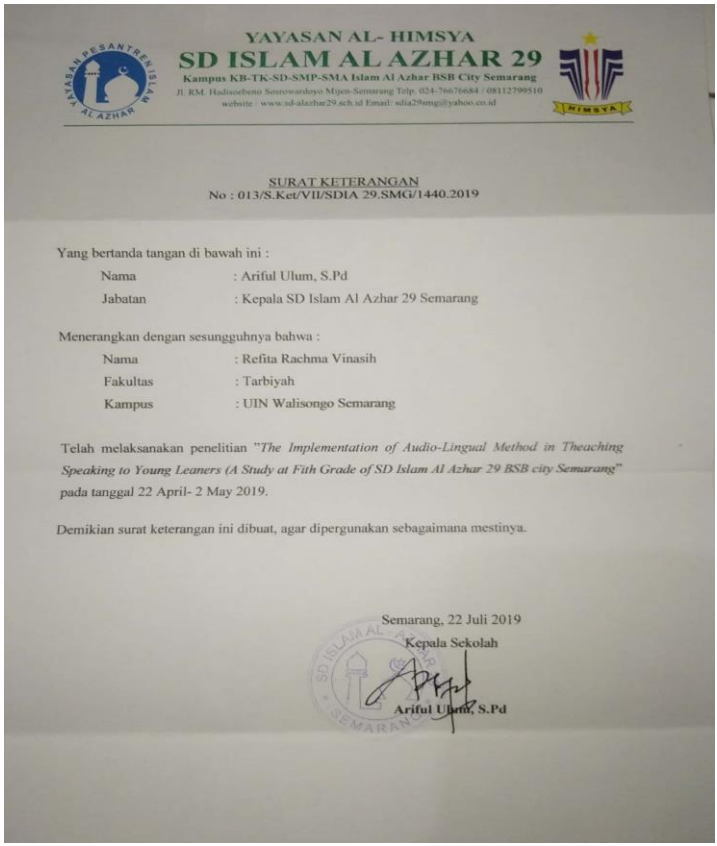
a.n. Dekan,
Wakil Dekan Bidang Akademik

ALHAMDANI SYUKUR

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 18

Proof of Research



YAYASAN AL- HIMSYA
SD ISLAM AL AZHAR 29
Kampus KB-TK-SD-SMP-SMA Islam Al Azhar BSB City Semarang
Jl. RM. Hadisuebeno Sosrowardoyo Mijen-Semarang Telp. 024-76676684 / 08112799510
website : www.sd-alazhar29.sch.id Email: sdia29smg@yahoo.co.id

SURAT KETERANGAN
No : 013/S.Ket/VII/SDIA 29.SMG/1440.2019

Yang bertanda tangan di bawah ini :

Nama : Ariful Ulum, S.Pd
Jabatan : Kepala SD Islam Al Azhar 29 Semarang

Menerangkan dengan sesungguhnya bahwa :

Nama : Refita Rachma Vinasih
Fakultas : Tarbiyah
Kampus : UIN Walisongo Semarang

Telah melaksanakan penelitian "*The Implementation of Audio-Lingual Method in Theaching Speaking to Young Leaners (A Study at Fith Grade of SD Islam Al Azhar 29 BSB city Semarang*" pada tanggal 22 April- 2 May 2019.

Demikian surat keterangan ini dibuat, agar dipergunakan sebagaimana mestinya.

Semarang, 22 Juli 2019
Kepala Sekolah

Ariful Ulum, S.Pd

Appendix 19

TOEFL Certificate

MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY WALISONGO
LANGUAGE DEVELOPMENT CENTER
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp/Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

Certificate

Nomor : B-2379/Un.10.0/P3/PP.00.9/07/2019

This is to certify that

REFITA RACHMA VINASIH

Date of Birth: May 23, 1997
Student Reg. Number: 1503046010

the TOEFL Preparation Test

Conducted by
Language Development Center
of State Islamic University (UIN) "Walisongo" Semarang
On June 27th, 2019
and achieved the following scores:

Listening Comprehension	: 46
Structure and Written Expression	: 45
Reading Comprehension	: 44
TOTAL SCORE	**: 450**

Semarang, July 2nd, 2019
Director,

Dr. H. Muhammad Saifullah, M.Ag
NIP. 19700321 199603 1 003

Certificate Number : 120191241
® TOEFL is registered trademark by Educational Testing Service
This program or test is not approved or endorsed by ETS.

Appendix 20

IMKA Certificate

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
PUSAT PENGEMBANGAN BAHASA
Jl. Prof. Dr. Hamka KM. 02 Kampus III Ngaliyan Telp./Fax. (024) 7614453 Semarang 50185
email : ppb@walisongo.ac.id

شهادة

B-968/Un.10.0/P3/PP.00.9/04/2019

يشهد مركز تنمية اللغة جامعة والي سونجو الإسلامية الحكومية بأن

الطالبة : REFITA RACHMA VINASIH

تاريخ و محل الميلاد : Cilacap, 23 Mei 1997

رقم القيد : 1503046010

قد نجحت في اختبار معيار الكفاءة في اللغة العربية (IMKA) بتاريخ ١٨ أبريل ٢٠١٩

بتقدير: **مقبول (٣٠٠)**

ممتاز : ٥٠٠ – ٤٥٠
جيد جدا : ٤٤٩ – ٤٠٠
جيد : ٣٩٩ – ٣٥٠
مقبول : ٣٤٩ – ٣٠٠
راسب : ٢٩٩ وأقل

رقم الشهادة: 220190423

لها الشهادة بناء على طلبها

سمارانج، ٢٢ أبريل

مدير

الدكتور محمد

رقم التوظيف : ١٩٧٠٠٣

CURRICULUM VITAE

Name		: Refita Rachma Vinasih
Place and Date of Birth		: Cilacap, 23 May 1997
Students Number		: 1503046010
Home address		: Jalan Pepaya, rt 03/ rw 07, Adipala, Cilacap
Current address		: Jalan Segaran Baru 3, rt 05/ rw 11, Purwoyoso, Ngaliyan, Semarang
Mobile phone		: 081542909117
E-mail		: refitarachma@gmail.com
Educational Background		:
1.	Kindergarten	: TK Pertiwi, Adipala, Cilacap
2.	Elementary School	: SD N 02 Adipala, Cilacap
3.	Junior High School	: SMP N 01 Adipala, Cilacap
4.	Senior High School	: SMA N 01 Adipala, Cilacap
5.	University	: UIN Walisongo Semarang

Semarang. July 15th 2019

The reasearcher,

Refita Rachma Vinasih