CHAPTER 4

THE ANALISIS OF THE INFLUENCE OF AUDIO LINGUAL METHOD IN TEACHING SPEAKING ESPECIALLY IN PRONUNCIATION

A. The classroom application

In the research of the influence of audio lingual method in teaching speaking especially on pronunciation, the writer do observation interview, and do the test to the students of junior high school, and the English teacher who uses Audio Lingual Method in the teaching learning process.

1. Founding

a. Teacher preparation

In the teaching-learning process, the teacher needs to prepare the material that will be given. From the interview and the classroom observation that the writer did, the teacher uses Audio Lingual Method for teaching speaking skill. For the speaking material that will be learned in the classroom. In the first meeting of the classroom observation, the teacher will teach speaking skill using Audio Lingual Method. The teacher the Audio Visual Aid (AVA) room before the classroom begins and the students come to the room. AVA room is a *Bahasa* laboratory in that school. The teacher does not prepare hands book to teach in this meeting. The title of the lesson CD is "Vocabulary Builder, School and Work." The

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contained of the lesson CD is about the sentences that have same pattern of reposition. As the teacher said, that this material is suitable with the teacher's lesson plan. In the teacher's lesson plan the teacher will discuss about school. In the preparation of Audio Visual Aid (AVA) room. The teacher prepares and turns on the computer. Then the teacher prepares the LCD that will be used to reflect the picture from the computer. The teacher connected the computer and the LCD, and then tries to play the lesson CD in the computer to check the condition of the lesson CD. This is to know is the lesson CD is ready to used or not. The reflection of the LCD is the blank wall in the AVA room. The LCD is useful to attract the students' interest in the learning process.

In the second meeting of the observation that uses Audio Lingual Method, the teacher also uses AVA room. The teacher prepares the lesson CD that will be gives in the teaching-learning process. The teacher uses different lesson CD with in the first meeting. The teacher uses lesson CD that titled "Euro Talk." The contained of this lesson CD is several questions with different themes. Every theme contain of ten questions. The teacher uses computer and LCD for the teaching-learning process. The teacher uses computer to play the lesson CD and connecting with LCD to show the pictures that contained in the lesson CD. The function of the LCD is for the reflection of the pictures in the lesson CD that played trough computer. The teacher do not uses hand book in the teaching-

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learning process. In this meeting, the teacher focuses on the students' vocabulary.

b. The teaching-learning process

In the Audio Lingual method, the teacher uses oral approach and drilling in the teaching- learning process. The material that gives by the teacher is passed on orally. This way of teaching makes the students easy to catch the teacher's instruction. The teacher gives the instruction in English and Indonesia. This is to make the students easy to understand the teacher's instruction. The teacher also uses Indonesia in the teaching-learning process because not all of the students understand English words. The teacher also uses drilling in the teaching-learning process. The teacher uses sentences to drill. The activities that the teacher gives to the students is asks the students to listen to the native speaker in the lesson CD and then ask the students to repeat the sentences. The sentences that give have the same pattern of words or sentence.

In this part is about the teaching-learning process that happened in the classroom that observed by the writer from the first meeting until the fifth meeting.

1. First meeting

In this first meeting the teacher use lesson CD to give the material about "School and Works".

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From the writer's observation, the effective lesson CD that used by the teacher in Audio Lingual method is the first lesson CD. It is because in the first lesson CD that has title "Vocabulary Builder, School and Work" is contained of sentences that have the same pattern. Depend on the teacher said, that it is suitable for the students' drilling. And the other reason is the students more clearly to understand the words and sentences and they are easy to follow the native said.

In the first play, most of the students do not understand the native said. To solve this problem, the teacher replay the lesson CD three until four times to make sure that the students are understand and catch the words or sentences that practiced by the native in the lesson CD correctly. The students cannot catch the words until four times playing and they cannot pronounce the words correctly, so the teacher practices the words slowly. It is to make the students easy to catch the words and practice the words correctly.

The students need more times to practice and increase the students' speaking ability and their pronunciation ability. From the writer's observation, the students in VII E has pronounce problem for several words. The words that difficult to pronounce by the students are:

1) Literature */'lItrətʃə(r)/*
2) Teach */'ti:tʃ/*

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3) Language /'*læŋg wɪdʒ* /

4) Writer /raɪt/

5) Locker /lɒkə(r)/

6) Paper /peɪpə(r)/

To solve those problems, the teacher repeats the difficult words and asks the students to follow; it is kind of drilling for the student. The teacher also spells the word to make the student know the writing of the word. Those solving can help the students to product correct pronunciation of the words.

2. Second meeting

In the second meeting, the teacher uses different lesson CD to teach. The title of the lesson CD is "Euro Talk". This lesson CD contain of some quizzes with different theme. Every theme has 10 questions. The themes that contains in the lesson CD are: animal, family, weather, street guide, hobbies, true-false, question and answer, numbers, and food. The purpose of the study is to sharpen the students' understanding, their listening ability, and speaking ability. The teacher also asks the students to repeat the answer by speaking. When the students have difficulties in pronouncing the words, the teacher practices the words until they do the correct pronunciation.

In this meeting, the students difficult to understand the sentences that the native in the lesson CD. It is because they not used

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to hear the questions orally in English. In the teaching-learning process not all of the students focus on the lesson. Some of them just watch the screen, do nothing, and just follow their friends' answers. When the teacher asks them to repeat the words, they just silent and says nothing. To make the students focus on the lesson, the teacher comes to the students and asks the students to do the same with the other students; he cannot answer the question and cannot say and pronounce the words correctly. The teacher asks the student to say the words for several times until he can pronounce the words correctly. After drill the unfocused students, the teacher continue the lesson

As the students' problems in the first meeting, the students still have pronounced problem in the second meeting. From the theme of the lesson CD that the students choose firstly is about animal. In this theme, the students cannot pronounce several words. The words are:

1) Giraffe /dʒˈəræf/
2) Kangaroo /ˌkæŋ /
3) Elephant /ˈelɪfənt/
4) Whale /weɪl/

The other words that can be pronounced correctly by the students are:

1) Snake /sneɪk/
2) Spider /spaɪdə(r)/

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3) Cat /kæt/

4) Bee /bi:/

5) Fish /fɪʃ/

6) Horseɔh :s/

Those words are the words that can be pronounce correctly by the students.

3. Third meeting

In the third meeting of the observation, the teacher still do the teaching-learning process in the AVA room. In this meeting, the teacher repeats the lessons that the students had learnt in the last two meetings that use Audio Lingual Method. The teacher asks the students to practice the words and sentences that they already learnt and wrote in the last meeting. The teacher asks the students to repeat the words and sentences together, and then ask the students to practice it in group. The teacher asks the students to practice the words and sentences in group to make sure that all of the students can pronounce it correctly. For the last practicing, the teacher asks some students to practice the words and sentences one by one.

After repeating the lesson, the teacher tells the students that they have test in this meeting. The test is done by the writer. The test is done by recording the students' voice in practicing the words and sentences that they already learnt. The writer asks the students to come

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to the writer and ask them to practice the words and sentences. While the students doing the test, the writer assess the students pronunciation. The recording is to make the writer easy to assess the students pronunciation ability and as the proof that the writer truly did the observation.

In this meeting, the writer does not have enough time to do the test to all of the students. To get all of the students' voice record, the writer asks the students to collect their task in the next meeting. The students may record their voice by any recording media. The teacher is agreeing with the writer asking to the students to record their voice. Because of the time is over, the teacher end the meeting and remind the students to do the task and collect their task on time.

4. Fourth meeting

From the fourth meeting of the observation, the writer does the observation in the classroom. The writer does the observation in the classroom because in the teaching-learning process that does not use Audio Lingual Method; the teacher uses the conventional classroom. This is to compare the students speaking and pronunciation ability that do not use Audio Lingual Method. In this teaching-learning process, the teacher focuses on the students active. In this meeting, the teacher teaches about preposition. It is same with the lesson that gives to the students that use Audio Lingual Method. In the Audio Lingual Method

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the teacher drill the students with sentences that have the same pattern and in the teaching-learning process that do not use Audio Lingual Method the teacher explaining about preposition completely without stressing on the students' pronunciation ability.

Before explaining the lesson, the teacher asks the students to make sentences using preposition (in, on, at) as they had learnt in the last meeting that use Audio Lingual method. After the students give the examples of the sentences, the teacher start to explain about preposition. The teacher asks the students to open their book that discuss about preposition. And then the teacher asks the students to mentions the other kinds of preposition that they had known. This activity is to make the students can be search what they learnt by themselves.

The teacher explaining orally using pictures or drawing, and by give them the typed explanation about preposition in English. The oral explanation is to make the students more understand about the lesson. The teacher uses English and Indonesia to explain. The teacher uses Indonesia when the students difficult to understand the teacher's explanation. And the teacher uses English often in the class to make the students used to listen to the words or sentences in English. Another way to explain that the teacher does is by picture or drawing. The lesson that the teacher gives is about preposition, so that the

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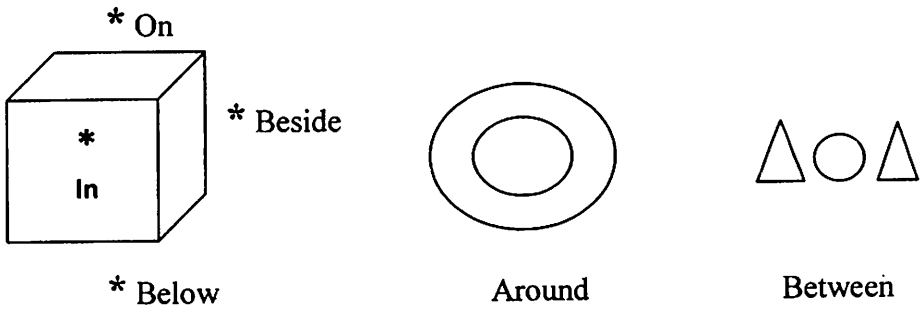
students have to know the position of the preposition words are used. The teacher also gives sentences to makes the students more understand the function of the preposition words. The pictures or drawing that the teacher used is like pictures below:



After explaining the meaning of preposition, kinds of preposition and explaining preposition trough pictures and sentences, the teacher gives the students two piece of papers that contain typed explanation about the function of the preposition and when the preposition words is used. The explanation is in English. The teacher said that it is to make the students used to read words and explanation in English. The teacher asks the students to read the paper by themselves firstly. After reading the explanation, the teacher checks the students understanding. Most of the students do not understand about the meaning of the words. To solve that problem, the teacher discusses the explanation together with the students.

The next activities in the fourth meeting are the teacher asks the students to make sentences using preposition words. After several

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time, the teacher checks the students' work. The teacher checks the students work by asks all of the students to practice one of the sentences that they had made. The students practice it one by one. In other case, some students do not do the teacher instruction. One of them is busy with the home work of another school subject, and the others are doing not want to do the task. When the time is over, the teacher told the student to continue their work at home and told them that they have speaking test for the next meeting.

5. **Fifth meeting**

In the last meeting of the observation, the teacher let the writer do the test by herself. The test is done in AVA room. It is to make the students more concentrate with their test. The test is done by recording the students' voice in practicing the sentences using preposition that the students already made as a home work. For the non Audio Lingual method, the students do not have example for saying and pronouncing the words correctly from the native speaker.

While the test is happen the writer gives a task to the other students. The task is still about preposition. They just have to fill the blank words with suitable preposition words. This activity is to make the students busy and do not noisy. The students that already done their test and their task, they allowed to use the AVA facilities. The teacher already serve them the lesson CD that they had learnt in the

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second meeting that use Audio Lingual Method in the teaching-learning process, it is "Euro Talk". The students that feel shy to practice in front of the writer, they can record their own voice and sent the recording to the writer. It is also help the writer to abridging time to do the test. After all of the students do the test, the writer end the class and told the students that if any students does not do the recording test, they have to record their voice and sent or collect their recording to the writer.

c. The test result

Every teaching-learning need evaluation. Evaluation is used to check and test the students' learned result and ability. The evaluation that does by the writer to the students of VII E is recording test for the students speaking ability. Recording is the process to record voice that produced orally using recording media. The tape recorder is an instrument that enables one to make a permanent record of an acoustic signal and play it back.[23] The recording that did by the writer is using recording media in the mobile phone. The writer asks the students to come to the writer and ask the student to record their voice in practicing the sentences that they had learned. The next step that the writer does is change the recording in the

[23] Colin Painter, *An Introduction to instrumental phonetics*, page. 10

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mobile phone to the CD. It is to make the writer easy to check the recording and can be played in the other media, such as computer.

This test is to evaluate the students' pronunciation, because the writer is focuses on the students' pronunciation ability. The writer does the test two times. The first is for the students' pronunciation ability after the teaching-learning process that uses Audio Lingual method. And the second test is done after the teaching-learning process that did not use Audio Lingual Method.

The writer assesses the students' pronunciation ability with some criteria. The criteria that used to assess the students' pronunciation ability is based on the students' hand book for junior high school students. Before using the criteria the writer tries to find the criteria to assess the pronunciation ability in the other books and also ask the classroom teacher. The writer found that all the kinds of the criteria are similar, and the teacher also uses the same criteria to assess the students' ability.

The criteria that the writer uses are:[24]

Score	Criteria
5	Clear, no mistakes made
4	Clear, sometimes make mistakes (one until five mistakes or 30%)

[24] Wuryandari, Adri Pranoto, Endang Setyowati, Murniati, *English Framework Content Standard for SMP VII B*. page. Appendixes. Combined, Penny Ur, *A Course in Language Teaching*, page. 135

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3	Clear, often make mistakes (six until ten mistakes or 50%)
2	Unclear enough, more often make mistakes (70% mistakes)
1	Unclear, difficult to listen

From those criteria, the writer assesses the students' pronunciation ability in speaking.

The explanations of those criteria are:

1. The students will get 5 score by the criteria: clear, no mistakes made, if the students can pronounce the words correctly and can be listen clearly, understandable and the students does not do incorrect pronunciation of the words that they produced.

2. The student will get 4 score by the criteria: Clear, sometimes make mistakes (one until five mistakes or 30%), if the students pronunciation is can be listen easily and understandable although they makes mistakes. The mistakes that allowed in this score is one until five mistakes did or 30 % from the words that tested to the students.

3. The students will get 3 score by the criteria: Clear, often make mistakes (six until ten mistakes or 50%), if the students pronounce the words clearly and easy to listen but they do the mistakes six until ten times or half words incorrect from the whole words that tested..

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4. The students will get the score 2 by the criteria: Unclear enough, more often make mistakes (70% mistakes), if the students pronunciation is uneasy to listen and the correct pronunciation that produce is just about 30% from the tested words.

5. The last score is 1 by the criteria: Unclear, difficult to listen. The students that unable to pronounce the words correctly, difficult to listen and un-understandable.

The sentences that tested to the students to assess their pronunciations ability after the teaching-learning process that use Audio Lingual Method are:

1) Teacher
2) History, in history class student study the past
3) Language, you are learning a language right now, good luck
4) Math, in math class, you learn about numbers
5) Art, in art class student draw and paint pictures
6) Science, science teach you how things works
7) Physical Education, students exercise in physical education class
8) Literature, students read books in literature class
9) Chalk, people use chalk to write and draw
10) Chalk board, people write on chalk board
11) Paper, people write on paper

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12) Desk, a desk is use for writing and reading

13) Student, student go to school

14) Map, a map shows where places are

15) Locker, a locker is a small closed that can be locked

The writer makes the sentences in the phonetic transcription.

This phonetic transcription is the sentences that tested to the students for the students' speaking ability. This is from the material that the students have learned.

The sentences are:

1. **Teacher** */ti:tʃə(r)/*

   a) **History** */'histri/*

   In history class, student study the past

   /In/ /'histri/ /klæs/, /'stu:-/ /'stʌdɪ/ / ðə/ /pæst/

   b) **Language** */'læŋgwɪdʒ/*

   You are learning a language right now, good luck

   /ju/ /ɑ:(r)/ /lɜ:nɪŋ/ /ə:/ /'læŋgwɪdʒ / /raɪt/ /naʊ/, /gʊd/ /lʌk/

   c) **Math** */mæθ/*

   In math class, you learn about numbers

   /In/ / mæθ/ /klæs/, /ju/ /lɜ:n/ /ə'baʊt/ /nʌmbə(r)s/

   d) **Art** */ ɑ:t/*

   In art class, student draw and paint pictures

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/In/ / ɑ:t/ /klæs/, /'stu:-/ /drɔ/ /ən/ /peɪnt/ /'pɪktʃə(r)s/

e) **Science** */saɪəns/*

Science teach you how things works

/saɪəns/ /ti:ʃ/ /ju/ /haʊ/ /θɪŋs/ /wɜ:ks/

f) **Physical education** */'fɪzɪkl/ /ˌedu'keɪʃn /*

Student exercise in physical education class

/'stu:-/ /eksəsaɪz/ /In/ /'fɪzɪkl/ /ˌedu'keɪʃn/ /klæs/

g) **Literature** */ˈlɪtrətʃə(r)/*

Student read books in literature class

/stu:-/ /ri:d/ /bʊks/ /ɪn/ /ˈlɪtrətʃə(r)/ /klæs/

2. **Chalk** */tʃa:k/*

People use chalk to write and draw

/'pi:pl/ /ju:z/ /tʃa:k/ /tu:/ /raɪt/ /ən/ /drɔ/

3. **Chalk board** */tʃa:k/ /bɔ:d/*

People write on chalk board

/'pi:pl/ /raɪt/ /ɒn/ /tʃa:k/ /bɔ:d/

4. **Paper** */'peɪpə(r)/*

People write on paper

/'pi:pl/ /raɪt/ /ɒn/ /'peɪpə(r)/

5. **Desk** */desk/*

A desk is use for writing and reading

/ə/ /desk/ /ɪz/ /ju:z/ /f :(r)/ /'raɪtɪŋ/ /ən/ /'ri:dɪŋ/

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6. **Student** */'stu:-/*

   Students go to school

   /'stu:-s/ /gəʊ/ /tu:/ /sku:l/

7. **Locker** */'lɒkə(r)/*

   People put things in locker

   /pi:pl/ /pʊt/ /θɪŋs/ /In/ /'lɒkə(r)/

   A locker is a small closet that can be locked

   /ə/ /'lɒkə(r)/ /ɪz/ /ə/ /smɔ:l/ /'klɒzɪt/ /ðət/ /kæn/ /bi:/ /lɒk(d)/

8. **Map** */mæp/*

   A map shows where places are

   /ə/ /mæp/ /ʃəʊs/ /weə(r)/ /pleɪsəs/ /ɒ:(r)/

From the test that done by the students, the writer knows that some of the students still cannot pronounce some words correctly. The words that the students cannot pronounce correctly are:

1. **Language**

   Correct pronounce: */'læŋgwɪdʒ/*

   Wrong pronounce: */lɪndʒuɪd / /lɪŋwid/*

2. **Now**

   Correct pronounce: */n ʊ/*

   Wrong pronounce: */nɒ/ /no:/*

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3. **Things**

   Correct pronounce: */θɪŋs/*

   Wrong pronounce: */ðɪŋs/*

4. **Work**

   Correct pronounce: */wɜ:ks /*

   Wrong pronounce: */wo:k/*

5. **Write, writing**

   Correct pronounce: */raɪt/ /raɪtɪŋ/*

   Wrong pronounce: */wraɪt/ /wraɪtɪŋ/*

6. **Pain**

   Correct pronounce: */peɪnt/*

   Wrong pronounce: */pʌɪn/*

7. **Paper**

   Correct pronounce: */'peɪpə(r)/*

   Wrong pronounce: */pɪpə(r)/*

8. **Literature**

   Correct pronounce: */ˈlɪtrətʃə(r)/*

   Wrong pronounce: */lɪtəretʃə(r)/ /intərətʃə(r)/*

9. **Physical**

   Correct pronounce: */'fɪzɪkl/*

   Wrong pronounce: */fɪʃɪkl/ /fisɪkal/*

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10. Study

Correct pronounce: */'stʌdɪ/*

Wrong pronounce: */studɪ/*

11. Student

Correct pronounce: */stu:-/*

Wrong pronounce: */stʌdn/*

12. History

Correct pronounce: */'histri/*

Wrong pronounce: */histəri/ /histʒri/*

13. Put

Correct pronounce: */pʊt/*

Wrong pronounce: */pʌt/*

14. Past

Correct pronounce: */pæst/*

Wrong pronounce: */pʌs/*

15. Shows

Correct pronounce: */ʃəʊs/*

Wrong pronounce: */saws/ /ʃʊs/*

16. Read

Correct pronounce: */'ri:d/*

Wrong pronounce: */red/ /wri:d/*

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For the students' score in the first test that use Audio Lingual Method, most of the students get 3 and 4 score. It means that the students are able to say the words clearly, but they still do wrong pronunciation for some words. In this first test, one of the students get score 5. It means that the student is saying the words clearly and able to pronounce the words correctly.

The second test that the writer did to the students is for testing the students' pronunciation ability after the teaching-learning process that does not use Audio Lingual Method. The test is same with the first test. The writer asks the students to practice the sentences that they had made about preposition. In this test, every student has different sentence one another, so the writer did not have the same concept to rewrite the students' pronunciation test. For the students score in the second meeting, there are four students get score 1, eight students get score 2, and the other students get score 3 and four. No one get score 5 in the second test. It means that the students have more difficulty to pronounce the words although they make the sentences by themselves. The students score is decrease in the second test.

After the teaching learning process, the teacher does evaluation to the students. Usually, the teacher evaluate the students by ask them to practicing the words that they already learn together in the end of the teaching-learning process and ask the students to make sentences, text, or dialog about what they have leant in the classroom. The teacher also assesses the students' speaking

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ability, but the test is without recording the students' voice. The teacher just assesses the students when they practice their speaking test one by one. The different with the writer is, the writer test the students by recording the students' voice in practicing the sentences.

2. Discussion

In the first meeting, the students have difficulties to catch the sentences that said by the native speaker trough the lesson CD that the teacher uses in the teaching-learning process. It is because the students does not used to listen to the native voice and words in English. The students also have pronounced problem, the students pronounce problem are influenced by the students' listening ability, pronunciation ability itself, and the students' mother tongue.

In the second meeting the teacher uses different lesson CD; the title is "Euro Talk". The focus of the lesson CD is about vocabulary. In this meeting, the students also have difficulty in pronouncing some words. . Not all of the sentences that can cot pronounce by the students correctly, but the students also able to pronounce some words correctly. The students are able to pronounce it because the students used to hear the name of the animals and it is easy to pronounce. Another name of the animals that cannot pronounce by the students correctly because they are confuses how to spell and say the words correctly. It is not because they are not used to hear the name of the

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animals, but it is because their confusion of the way to pronounce the words correctly.

The writer uses the material or sentences of the first lesson CD to test the students. It is because based on the writer opinion and the material of Audio Lingual Method, this lesson CD is suitable to test the students. From the test that does by the writer, the students have difficulties in pronouncing words. The students' pronounce problem is caused by lest exercise and they just know the words when the teacher gives to them. The unfamiliar words that not easy to pronounce by the students are; history, literature, and locker. May be the students know the words but they never practice the words in English. So the students are stumbled when they pronounce the words.

In the teaching-learning process that do not use Audio Lingual Method, the teacher explaining the material completely and using English and *Bahasa* to explain. It can help the students to understand the material. In the other hand, the students do less speaking practice. It is not enough for the students speaking and pronunciation ability.

For the first grade students of junior high school, the stressing of the pronunciation is not really tight. It is because they are still in beginner level, although some of them have more ability than the others. The students' problems can be different one and another, because everybody has their own way to speak. So the problem solving that the teacher do is can be different. It is depend on the students' problem in the classroom.

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To release the students' pronounce problem, the teacher need to introduce the words or sentences that will be learned by the students. The teacher also can practice the words that maybe difficult to pronounce by the students after the students practice.

Based on the theory of Audio Lingual Method, the application of Audio Lingual Method that done by the teacher is has differences. In Audio Lingual Method, all of the material is gave orally in English, the material of the drilling is dialog, the teacher can uses his/her own voice to practice the dialog or using cassette of the native voice, no words says in other language but the target language (English). From the observation, the teacher uses Audio Lingual Method, but some of the steps are different. The teacher uses sentences that have the same pattern in drilling, not dialog. The teacher combines the language that used in the teaching-learning process with *Bahasa*. And also combine the Audio Lingual Method with multimedia in the teaching-learning process.

In the observation that the writer do, the teacher's application of Audio Lingual Method is accord with the basic of teaching that use Audio Lingual Method. In the other hand, the teacher made some different way in teaching using Audio Lingual Method. The teacher uses multimedia to support his teaching-learning process, the teacher also make a deal with the students to make the students' interest to the lesson in the teaching-learning process. And the drilling that does by the teacher is different with the common drilling that

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do in Audio Lingual Method. In Audio Lingual Method, the drilling that gives to the students is about dialog. It is different with the teacher did in the teaching-learning process. The teacher uses sentences that have the same pattern to drill the students. The teacher combines English and little bit *Bahasa* to give instruction and explaining the material. The teacher gives the native voice trough lesson CD. It can attract the students' interest to study. It is because in that lesson CD contain pictures that can be seen by the students.

From all of the observation that the writer do, the writer found that the students in class VII E are interested with teaching-learning process that use Audio Lingual Method. It is because the teaching-learning process is doing in AVA room that has multimedia facilities and the students can listen to the native speaker voice and practicing sentences together. That is the interesting thing that the teacher gives in Audio Lingual Method. Then the teaching-learning process that doing in the classroom, the students can get more explanation from the teacher, but they gets lest practice and the wide class make the students easy to walk around and talk each other while the teaching-learning process.

From the observation that the writer did and the test result that done by the students, the writer find that Audio Lingual Method is useful in teaching speaking and pronunciation ability. It is because in Audio Lingual Method, the students must be active to practice the target language. The teacher also drills the students to pronounce the words correctly, because different

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pronunciation can make different meaning. And this method is focuses on the students' oral ability. Although some of the students teaching-learning process is little bit different with Audio Lingual Method, but the teacher rule of the teaching-learning process is mostly same.

B. The influence of Audio Lingual Method

The Audio Lingual Method that used by the teacher that the writer observe, he uses multimedia to support the teaching learning process. The teacher also uses lesson CD and uses his own system to teach. The system that the teacher used is by make a material map. It is contain the material that the students will learn in every meeting for a year. The students can found the material by themselves, for example for the reading and writing. For the speaking and listening, the material is from the teacher. It is because in the speaking material, the teacher uses multimedia and lesson CD to teach. The lesson CD can be attracting the students, because in this CD the students can listens the native voice and they can watch pictures on the screen. Beside the native voice, the lesson CD also contain of pictures of different theme. The teacher also let the students to choose the theme or item that they will learned.

In the teaching-learning process that did not use Audio Lingual Method, the teacher focuses on the students active. It is same within the Audio Lingual Method. The different is the teacher did not use drilling and multimedia in the teaching-learning process.

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From the observation, the students more interest on the teaching-learning process that use Audio Lingual Method. The Audio Lingual Method is influence the students' speaking and pronunciation ability. It is shows in the students score after doing the test that the writer did. In the first test that done after the teaching-learning process using Audio Lingual Method; the students get higher score than in the second test. The second test is the test that done after the teaching-learning process that did not use Audio Lingual Method. In the second test, most of the students get low score. It means that Audio Lingual Method is still useful to teaching speaking and can increase the students' pronunciation ability, and can be interesting for the students by combining with multimedia and let the students include in the teaching-learning process.

With Audio Lingual Method, the students can pronounce the word better than when the students do not use Audi Lingual Method. It can be seen by the students' score after doing the test that done by the writer. By the students' score, it shows that the students' score after doing teaching-learning process using Audio Lingual is higher than their score after the teaching learning process without Audio Lingual Method. It means that the Audio Lingual Method is influences the students' pronunciation ability and it can make the students are able to pronouncing words correctly and better.

The proof of the students' score after doing the test, the reader able to check the table of students score in the back page of the thesis.

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