THE EFFECTIVENESS OF USING AUDIO-LINGUAL METHOD IN TEACHING THE SIMPLE PAST TENSE
(An Experimental Study at Smart Education Center Ciputat)

A Paper
Presented to the Faculty of Tarbiya and Teachers’ Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd (Bachelor of Arts) in English Language Education

by:

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DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYA AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
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ENDORSEMENT SHEET

A paper entitled “THE EFFECTIVENESS OF USING AUDIO-LINGUAL METHOD IN TEACHING THE SIMPLE PAST TENSE” (An Experimental Study at Smart Education Center Ciputat), written by Mutiara Fani, student’s registration number 104014000303 was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on 16th of December, 2008. The paper has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd (Bachelor of Arts) in English Language Education in the department of English Education.

Jakarta, 16th of December, 2008

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ABSTRACT

Language is as means of international communication in the world. As an international language, English has an important position in most fields, such as education, politics, economics, tourism and many others. Indonesian government has been aware of the importance of English, therefore it has become an unelectable subject among the other foreign language subjects taught in primary school up to university level in Indonesia.

Since many languages do not have a written form and we learn to speak before we learn to read or write, it was argued that language is “primarily what is spoken and only secondary what is written” (Brooks 1994). Therefore, it was assumed that speech has the priority in language teaching. Based on the statement above, the writer may infer that speech is the first thing for students to acquire in order to make language being a set of habit, so that they can use the language they have learned, as Audio-lingual Method taught. Grammar as one of the most confusing part of English also must be taught through habit formation to make students accustom in using it, especially the irregular form of simple past verb which often make Indonesian students confused in using it.

Based on the background above, question rises “are there any different achievement between teaching Simple Past Tense using Audio-lingual Method and without using Audio-lingual Method?” Therefore, the writer made a research about the effectiveness of using Audio-lingual Method in teaching the Simple Past Tense. Through this research it is hoped this can give a positive influence in teaching grammar especially the irregular form of simple past verb.

In this research, the writer used quantitative method. The writer conducted experiment in two different classes with two different methods. Audio-lingual Method was employed in an experiment class and Grammar Translation Method was employed in a controlled class. The data were collected through the achievement of pre-test and post-test from two classes.

The result of the analysis in the research showed that there is positive significant difference between the teaching of the Simple Past Tense using Audio-lingual Method and using Grammar Translation Method. Audio-lingual Method has served a positive influence to students through its habit formation, so it can be used as an alternative method in teaching grammar.
ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful.

All praise be to Allah, the lord of the worlds, through His guidance and blessing, the writer is able to finish this paper. Peace and blessing be upon Prophet Muhammad SAW, his families, his relatives and all of his followers.

This paper is written to fulfill one of the requirements for the degree of S.Pd (Bachelor of Arts) in English Language Education in the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University.

In this opportunity, the writer would like to express her greatest gratitude to her beloved family, her parents, Fadly Fadhulllah Nasution and Tati Ika Nuraini, her beloved little sisters, Adinda Permana Fani and Siti Berliana Fani, also her relatives in Depok and Medan, for their uncountable loving, caring and support in finishing her study.

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   Finally, the writer admits that her writing is still far from being perfect; therefore, she expects constructive suggestion and criticism for this simple paper and for a better thing in the future.

   Jakarta, 20th of November, 2008

   Writer
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Assalamu’alaikum Wr. Wb.

Dengan hormat,
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Judul Skripsi : The Effectiveness of Using Audio-Lingual Method in Teaching the Simple Past Tense

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Wassalamu’alaikum Wr. Wb.

Jakarta, 20 November 2008
Penulis,

(Mutiara Fani)
A. Background of the Research

Language is a means of communication in the world. As in Webster's New World College Dictionary, Language is human speech or a system of vocal sounds and combinations of such sounds to which meaning is attributed, used for the expression or communication of thoughts and feelings.\textsuperscript{1} Oxford Advanced Learner's Dictionary also states that language is the system of sounds and words used by humans to express their thought and feelings.\textsuperscript{2}

We live in a world of words. As a result, hardly is a moment of our life free from words and free from using any kind of language. Through language, we can communicate; express our feelings, emotions and ideas. The possession of language distinguishes human from animals. It is only human who can make, use and learn the verbal communication. According to the philosophy expressed in the myths and religions of many people, it is language which is the source of human life and power.\textsuperscript{3}

\textsuperscript{1} Michael Agnes, Webster’s New World College Dictionary, (Cleveland: Wiley Publishing Inc., 2002), 4th ed., P. 805.
There are only five languages that claimed a really large number of speakers: Chinese, English, Hindi-Urdu, Russian and Spanish. Of these languages, only English can claim to have attained the enviable position of a more or less universal language.\(^4\)

The growth of the use of English as the world’s universal language has been obviously continuing for several decades. English has become a lingua franca which can be defined as a language widely adopted for communication for two speakers whose native language are different from each other’s and where one or both speakers are using English as a second language.\(^5\) The writer may infer that it is always useful to master English since it plays an important role in understanding and developing knowledge and social communication.

Education has an important role in the development of a nation. The quality of human resources can be improved by education. Thus national education has to be able to ensure the improvement of education quality so that Indonesian human resources have ability in facing the global challenge.

English as a universal language has been taught in Indonesia in every level of school education, from primary up to university - with different status in each level. English is taught as a local content in primary school, as a compulsory subject in secondary school, and as a complementary subject in university. All of these are intended to prepare Indonesian human resources in facing the global challenge.

Grammar is considered as one of several difficulties that are faced by most Indonesian students in English learning process. To most people, the word grammar means the sort of thing they learned in English class, when they were taught about subjects and predicates or parts of speech. According to Penny Ur, grammar is defined as the way a language manipulates and combines

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words (or bits of words) in order to form longer units of meaning. So, it can be inferred that without correct grammar, it's impossible to combine words into sentence, and sentence into paragraph, because grammar is the basic knowledge to learn English sentence structure.

Charles Fries believed that learning grammar or structure was the starting point for the student. Grammar that are taught to support the development of the four skills; listening, speaking, reading and writing, should be practiced continuously. There are many parts in grammar as one of the language components which plays an important role in producing and understanding sentences, among them is tenses, which commonly makes Indonesian students confused in using it. Tenses as one of the most complicated problems in English grammar needs to be practiced as much as possible.

One of the difficulties in tenses that are faced by the students is the Simple Past Tense; this is because of their lack of knowledge of the irregular verbs form which is used in Simple Past Tense. Generally, the students don't know the second form of the irregular verbs because the irregular verb must be memorized. Sometimes, the students over-generalize between the form of irregular verb and regular verb.

Example:
I eated fried rice yesterday.
(This sentence is wrong)
I ate fried rice yesterday.
(This sentence is right)

The writer believes to solve this problem; the learners of English have to perform a new habit in their life of learning language. As the American Linguist William Moulton (1963) proclaimed, the linguistic principles on which language teaching methodology should be based, "Language is speech, not writing ... A language is a set of habits ... Teach the language, not about

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the language ... A language is what native speakers say, not what someone thinks they ought to say ... Languages are different.8

Good pronunciation, which is related to the ability to control the organ of speech, is clearly an essential part of learning a foreign language.9 Therefore, it was assumed that speech has the priority in language teaching. Based on the statement above, the writer may infer that speech is the first thing for students to acquire in order to make language being a set of habit, so that they can use the language they have learned.

Today, many education institution in Indonesia, whether formal education institution such as schools, or non-formal education institution, such as English courses, use various teaching methods in order to make English teaching-learning runs effectively such as Grammar Translation Method, Audio-lingual Method, Total Physical Response, Silent Way and still many others.

One of those well-known methods is Audio-lingual Method. The learning of Audio-lingual Method is based on behaviorist theory, which is using the stimulus-response-reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners.10 This method emphasizes on repetition of dialogues about everyday situations that are imitated and drilled to make the response automatic, it is based on the common wise-word in Behaviorism "practice makes permanent".11

It was once widely believed by the theorists that children acquired language entirely through imitation, i.e. by copying the speech they hear. It is undoubtedly true that children do imitate a great deal of what they hear.12

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10 Jeremy Harmer, The Practice of English Language Teaching, ..., P. 79.
11 Keith Johnson, An Introduction to Second Language Learning and Teaching, (London:
From the statement above, the writer may infer that using Audio-lingual Method in teaching and learning oral skill by imitating and repeating the form of the grammar tenses such as the Simple Past Tense through dialogues about everyday situations will improve a greater degree of automaticity, so that the students can apply it in their daily life.

The fact is, the way of teaching grammar is mostly still using the classical method, as Grammar Translation Method, the teacher only translates the text, gives the rule of some tenses and then asks the students to do some exercises using instruction which is given mostly in students’ native language, with very little attention is given to speaking and listening, and almost none to pronunciation. Because speaking or any kind of spontaneous creative output was missing from the teaching-learning process, students would often fail at speaking or even writing in the target language. This kind of learning gives a little possibility for the students to make language being a set of habit especially in oral proficiency.

Considering this statement, the writer is interested in holding an experiment that is related to the students’ language acquisition especially teaching grammar using the Audio-lingual Method. On the title: "The effectiveness of using Audio-lingual Method in teaching the Simple Past Tense". The writer believes that Audio-lingual Method serves more “habit-forming” than the classical method as Grammar Translation Method.

B. Limitation and Formulation of the Problem

The problem that will be discussed in this paper is limited only on the effectiveness of using Audio-lingual Method and Grammar Translation Method in teaching the Simple Past Tense which covers the irregular verbs required in New Standard for Elementary Schools as a Smart Education Center’s course book of Beginner IV.

The formulation of the problem which is going to be discussed in this paper is as follow: Is there any significant different achievement of students in
learning Simple Past Tense using Audio-lingual Method and Grammar Translation Method?

C. Objective of the Research

The objective of the research is to find out whether or not there is any significant different achievement of students taught using Audio-lingual Method and Grammar Translation Method in learning the Simple Past Tense.

D. Significance of the Research

The result of this research is expected to be useful for broadening the writer’s perspective and for giving the English teachers an alternative method in teaching grammar especially the Simple Past Tense by using Audio-lingual Method.

E. Method of the Research

In this research, the writer employs experiment method. The writer conducts experiment in two different classes with two different methods. Audio-lingual Method is employed in an experiment class and Grammar Translation Method is employed in a controlled class.

In analyzing the data, the writer employs t-test to analyze the students’ achievement, by holding a pre-test to know whether or not the two different classes are at the same level, and post-test to know whether or not there is any significant different achievement of using Audio-lingual Method and Grammar Translation Method in teaching the Simple Past Tense.

F. Hypothesis of the Research

a. Alternative hypothesis: Alternative hypothesis ($H_a$) means that there is positive significant difference in the result of teaching the Simple Past Tense using Audio-lingual Method and Grammar Translation
b. Null Hypothesis

Null hypothesis (H₀) means that there is not any significant difference in the result of teaching the Simple Past Tense using Audio-lingual Method and Grammar Translation Method.

G. Organization of the Research

This paper is divided into four chapters.

The first chapter discusses the introduction which consists of six parts: background of the research, limitation and formulation of the problem, objective of the research, significance of the research, method of the research, hypothesis of the research and organization of the research.

The second chapter discusses the theoretical framework which consists of three parts. Part A presents the Audio-lingual Method which discusses the understanding of Audio-lingual Method, the characteristics of Audio-lingual Method and the techniques of Audio-lingual Method. Part B presents the Grammar Translation Method which discusses the understanding of Grammar Translation Method, the characteristics of Grammar Translation Method and the techniques of Grammar Translation Method. Then in part C presents the Simple Past Tense which discusses the understanding of Simple Past Tense, the form of Simple Past Tense, the use of Simple Past Tense, the teaching of Simple Past Tense using Audio-lingual Method and the teaching of Simple Past Tense using Grammar Translation Method.

The third chapter discusses the implementation of the research which consists of two parts. Part A presents methodology of the research which discusses objective of the research, place and time of the research, population and sample of the research, instrument of the research, techniques of data collecting, techniques of data analysis and procedures of the research. Then in part B presents findings of the research which discusses the description of the data, analysis of the data, test of hypothesis and interpretation of the data.

The fourth chapter deals with conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

A. Audio-lingual Method

1. The Understanding of Audio-lingual Method

The Audio-lingual Method was developed in the United States during the World War II as the combination of structural linguist theory, contrastive analysis, aural-oral procedures and behaviorist psychology. This method was originally called "oral approach" or "aural-oral method". Audio-lingual Method comes as a reaction to the Reading Approach which is lack of emphasis on oral-aural skills.

Audio-lingual Method teach the language directly which is presented in the spoken form, this is based on the native language as learned behavior which was firstly acquired by the infant is the spoken form, so it was assumed that students will acquire a foreign language more easily if it is presented in the spoken form first.

Based on one of the five linguistic principles, which is proclaimed by William Moulton, "Languages are different", it is believed that students’ native language and the target language have separate linguistic systems.

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1 Theo Van Els, et. al., Applied Linguistics and the Learning and Teaching of Foreign Languages, Glenview Education World, 1980, P. 46
The structural or pronunciation requirements of the new language contrasted with the native language habits of the students, so in order to avoid the interference between those two languages, the explanation of new words are delivered without using the students' native language.

The explanation of grammar also delivered in the target language and through extensive mimicry, memorization and over-learning the language patterns and forms, this method brings an immediate result into communication competence. Reading and writing the foreign language are not neglected in this method, but it will be introduced gradually after the students are considered capable enough and the material should be kept strictly to what the students have heard and repeated.

The writer may infer that the Audio-lingual Method spends a great deal of time of teaching-learning activities on the oral skills and habit-formation. Stimulus, correct response and reward that are occurred again and again in the teaching-learning activities form the students' habit, the more frequently these happen, the stronger the habit become.

2. The Characteristics of Audio-lingual Method

The characteristics of the Audio-lingual Method may be summed up in the following list:

1. Lessons begin with dialogues.
2. Mimicry and memorization are used, based on the assumption that language is habit formation.
3. Grammatical structures are sequenced and rules are taught inductively.
4. Skills are sequenced: listening, speaking - reading, writing postponed.
5. Pronunciation is stressed from the beginning.
6. Vocabulary is severely limited in initial stages.

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3 W. M. Rivers, Teaching Foreign-Language Skills, ... , P. 43.
7. A great effort is made to prevent learners’ errors.
8. Language is often manipulated without regard to meaning or context.
9. The teacher must be proficient only in the structures, vocabulary, etc. that he or she is teaching since learning and materials are carefully controlled.6
10. Structural patterns are taught using repetitive drills.
11. There is much use of tapes, language labs, and visual aids.
12. Very little use of the mother tongue by teachers is permitted.
13. Successful responses are immediately reinforced.7

Rivers (1964) also lists six central characteristics of Audio-lingual Method:

1. Primary of speech.
2. Stimulus-response-Reinforcement (S-R-R) model.
3. Habit formation through repetition.
4. Incrementalism.
5. Contrastive linguistics.
6. Inductive learning.8

Brooks lists the classroom procedure which the teacher should adopt in using Audio-lingual Method as the following:

1. The modeling of all learning by the teacher.
2. The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learnt.
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 by explanation.
5. The gradual substitutions of graphic symbols for sounds after sounds are thoroughly known.
6. The summarizing of the main principles of structure of 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 pronunciation 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 has been learned.
9. The study of vocabulary 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.9

From those lists, the writer may conclude that the teaching-learning activities of Audio-lingual Method are managed not only by teacher but also by the students. Students do a lot of listening, speaking activities and memorizing the structure, while the teacher’s role is as a helper who creates a learning environment for students to try the language out. This method emphasizes on spoken language as its teaching objective and a direct approach as its teaching strategy.

3. The Techniques of Audio-lingual Method

There are several common techniques which is closely associated with the Audio-lingual Method, they are:

1. Dialog Memorization
   Students memorize an opening dialog using mimicry and applied role playing.
2. Backward Build-up (Expansion Drill)
   Teacher breaks a line into several parts; students repeat each part starting at the end of the sentences and expanding backwards through the sentence, adding each part in sequence.
3. Repetition Drill
   Students repeat teacher’s model as quickly and accurately as possible.
4. Chain drill
   Students ask and answer each other one-by-one in a circular chain around the classroom.
5. Single-slot Substitution Drill
   Teacher states a line from a dialog, and then uses a word or a phrase as a cue for the students. The students repeat the line and substituting the cue into the line in its proper place.
6. Multiple-slot Substitution Drill
   This is similar to the Single-slot Substitution Drill, except that there are multiple cues to be substituted into the line.

7. Transformation Drill
   Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

8. Question and Answer Drill
   Students should answer or ask question very quickly.

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

10. Complete the dialog
    Selected words are erased from a line in the dialog -- students must find and complete the blanks with the missing words.

11. Grammar Game
    The games are designed to get students to practice a grammar point within a context. There is also a lot of repetition in this game.¹⁰

Those techniques are intended to make the students involve in the teaching-learning activity actively through oral exercises and to form the foreign language habit effectively through reinforcement.

B. Grammar Translation Method

1. The Understanding of Grammar Translation Method
   Grammar Translation Method is a foreign language teaching method derived from the classical (sometimes called traditional) method which is originally used to teach Greek and Latin, this firstly known in the United States as the Prussian Method.¹¹ This method was applied to the teaching of modern language in the late nineteenth and early twentieth century.¹²

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Grammar Translation Method requires students to translate accurately the whole texts word by word from students' native language into target language or from the target language to students' native language, much stress on memorizing numerous grammatical rules and exceptions as well as enormous vocabulary lists, but little training in using the language actively to express one's own meaning, even in writing. Oral skills are clearly neglected and little or no attention is paid to pronunciation practice.

This method uses the students' native language in delivering the target language and textbooks often dominate the work of the teacher. The objective of Grammar Translation Method is that students would be able to read and appreciate foreign language literature and also translate literary masterpieces and classics.

From those statements above, the writer may infer that Grammar Translation Method concerns only on translation and the students' grammar knowledge without giving much attention to the context and spoken language. Through this method, the students are lack of an active role in the classroom and strictly following their textbook.

2. The Characteristics of Grammar Translation Method

The major characteristics of the Grammar Translation Method can be summed up in the following list:

1. Instruction is given in the native language of the students.
2. There is little use of the target language for communication.
3. Focus is on grammatical parsing, i.e., the form and inflection of words.
4. There is early reading of difficult text.
5. A typical exercise is to translate sentences from the target language into the mother tongue.
6. The result of this approach is usually an inability on the part of the student to use the language for communication.

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7. The teacher does not have to be able to speak the target language. 16
8. Much vocabulary is taught in the form of lists of isolated words.
9. Long elaborate explanations of the intricacies of grammar are given.
10. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. 17

The writer may conclude that Grammar Translation Method gives much stress on knowing rules and exceptions, but little training on oral skills especially on speaking the target language. The role of the students in the classroom is as the passive one; they only absorb and then reconstitute what they have absorbed.

3. The Techniques of Grammar Translation method

There are some useful techniques associated with the Grammar Translation method as described in the following list:

1. Translation of a literary passage
   Students translate a reading passage from the target language into their native language. The translation may be written or spoken or both.
2. Reading comprehension questions
   Students answer questions in the target language based on their understanding of the reading passage.
3. Antonyms/synonyms
   Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words.
4. Cognates
   Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages.
5. Deductive application of rule
   Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand the rule, they are asked to apply it to some different examples.
6. Fill in the blanks
Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items of a particular grammar type, such as prepositions or verbs with different tenses.

7. Memorization
Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. They are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

8. Use words in sentences
In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

9. Composition
The teacher gives the students a topic to write about in the target language. The topic is based upon some aspects of the reading passage of the lesson.

From those lists of techniques which is used in Grammar Translation Method, the writer may infer that this method only focus on the development of reading and writing skills in the context of translation, while very little attention was placed on any productive aspects of the language.

C. Simple Past Tense

1. The Understanding of Simple Past Tense

Simple Past Tense consists of three words; simple, past and tense which each word has its own meaning etymologically. The writer would like to describe them one by one according to Oxford Advanced Learner’s Dictionary. Simple is (1) easy; easily done or understood, (2) grammar; used to describe the present or past tense of an active verb that is formed without an auxiliary verb. Past is (1) gone by in time, (2) grammar; indicating a state or an action in the past. Tense is any of the form of a
verb that may be used to indicate the time of the action or state expressed by the verb: the present/ past/ future tense.\textsuperscript{21}

Some grammarian defines the Simple Past Tense using their own languages so there are several definitions of it. According to Azar, Simple Past Tense is used to indicate that an activity or situation was began and ended at a particular time in the past.\textsuperscript{22} While according to Greenbaum, Simple Past Tense is used to refer to a situation set at a definite time in the past.\textsuperscript{23} Hopper also stated that the Simple Past Tense excludes the presents and covers those events that took place at a definite time or habitually in the past.\textsuperscript{24}

From those statements above, the writer may infer that the Simple Past Tense is a simple sentence which is used to talk about events, actions or situations are happened in the past and have finished at the time it’s spoken or written.

English verbs are divided into two classes: regular and irregular. These classifications come from the way the verb forms its simple past and past participles.

Most verbs in English are regular verbs, they add the \textit{--ed} or \textit{--d} ending to form both the simple past and the past participle forms, but the vowel doesn’t change, for example: walk, walked, walked. While the irregular verbs have their own pattern, these verbs do not take an \textit{--ed} ending in the simple past and past participle.

The pronunciation of a vowel sound may be changed, or the spelling of the simple past and past participle form may be different from the spelling of the infinitive form.\textsuperscript{25}

\textsuperscript{21} A. S. Hornby, \textit{Oxford Advanced Learner’s Dictionary}, ... , P. 1231.
\textsuperscript{23} Sidney Greenbaum, \textit{et. al.}, \textit{A Student’s Grammar of the English Language}, (Harlow: Pearson Education Limited, 1990), P. 50.
There are many different forms in irregular verbs, for example, some irregular verbs do not change the form at all, as in hit-hit-hit. In some irregular verbs, the simple past is the same as the past participle, the vowel changes and a \(-d\) or \(-t\) is added, as in tell-told-told. With other irregular verbs, all three forms are different, the vowel changes and an \(-n\) or \(-e\) is added, as in break-broke-broken.\(^{26}\) Thus, the writer may conclude that the form of simple past and past participle in irregular verbs has no pattern to follow.

The following chart lists some of the most common irregular verbs that have the same infinitive, simple past, and past participle forms.\(^{27}\)

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>bid</td>
<td>bid</td>
<td>bid</td>
</tr>
<tr>
<td>burst</td>
<td>burst</td>
<td>burst</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>hurt</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>let</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>quit</td>
<td>quit</td>
<td>quit</td>
</tr>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
<td>shut</td>
</tr>
</tbody>
</table>

The infinitive and the simple past form are same, but the past participle is different.\(^{28}\)

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>beat</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(sometimes beat)</td>
</tr>
</tbody>
</table>


The following chart lists some of the most common irregular verbs that have the same infinitive and past participle forms.\textsuperscript{29}

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
</tbody>
</table>

The next chart lists some of the most common irregular verbs that have the same simple past and past participle forms.\textsuperscript{30}

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
</tr>
<tr>
<td>dig</td>
<td>dug</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
</tr>
<tr>
<td>get</td>
<td>got ((\text{also gotten}))</td>
</tr>
<tr>
<td>hang</td>
<td>hung</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
</tr>
<tr>
<td>hold</td>
<td>held</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
</tr>
<tr>
<td>lay</td>
<td>laid</td>
</tr>
<tr>
<td>lead</td>
<td>led</td>
</tr>
<tr>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past and Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>lose</td>
<td>lost</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>meet</td>
<td>met</td>
</tr>
<tr>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>read /\text{red}/</td>
<td>read /\text{red}/</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
</tr>
<tr>
<td>shoot</td>
<td>shot</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
</tr>
<tr>
<td>stand</td>
<td>stood</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
</tr>
<tr>
<td>tell</td>
<td>told</td>
</tr>
<tr>
<td>think</td>
<td>thought</td>
</tr>
<tr>
<td>understand</td>
<td>understood</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
</tr>
</tbody>
</table>
The following chart lists some of the most common irregular verbs that have different infinitive, simple past and past participle forms.\textsuperscript{31}

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>be (is/ am/ are)</td>
<td>was/ were</td>
<td>been</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
</tr>
<tr>
<td>blow</td>
<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>ring</td>
<td>rang</td>
<td>rung</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
</tr>
<tr>
<td>sing</td>
<td>sang</td>
<td>sung</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
</tr>
<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
</tr>
<tr>
<td>take</td>
<td>took</td>
<td>taken</td>
</tr>
<tr>
<td>throw</td>
<td>threw</td>
<td>thrown</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>
There are several expressions of past time which specify the time in the past when an action was completed. Here are some of the examples of expression for past time that we can use in the Simple Past Tense:

- Yesterday
- The day before yesterday
- Yesterday morning
- A few minutes ago
- Last year
- Last Monday
- Last week
- In April 1992
- Last night
- A long time ago
- A year ago
- Then, etc.

2. The Form of Simple Past Tense

As written in the *Interactions 1 Grammar*, the form of Simple Past Tense is divided into three parts, they are statements, yes/no questions and informative questions. The further explanations are as below:

a. Statements

Statements in English is divided into two, affirmative and negative statements.

An affirmative statement is formed with:

\[
\text{Subject} + \text{Verb 2} + \ldots
\]

<table>
<thead>
<tr>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I saw</em> many people in the bookshop.</td>
<td>All irregular verbs do not take an -ed ending as in regular verbs.</td>
</tr>
<tr>
<td><em>Father bought me</em> two story books.</td>
<td>The form is used for all subjects, both singular and plural.</td>
</tr>
<tr>
<td><em>She went</em> home at noon.</td>
<td></td>
</tr>
</tbody>
</table>

A negative statement is formed with:

\[
\text{Subject} + \text{did not} + \text{Verb 1} + \ldots
\]
• I did not see many people in
  the book-shop.
• Father did not buy me two
  story books.
• She did not go home at noon.

For negative past tense verbs,
use did not before the simple
form of the main verb. The
contraction for did not is didn’t.

b. Yes/No Questions and Short Answers

Questions in English is divided into two, affirmative and negative
questions.

An affirmative question is formed with:

Did + Subject + Verb 1 + ...

<table>
<thead>
<tr>
<th>Examples</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Did you see many people in the book-shop?</td>
<td>Affirmative</td>
</tr>
<tr>
<td>• Did she go home at noon?</td>
<td>Yes, I did.</td>
</tr>
</tbody>
</table>

A negative question is formed with:

Didn’t + Subject + Verb 1 + ...

<table>
<thead>
<tr>
<th>Examples</th>
<th>Possible Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Didn’t you see many people in the book-shop?</td>
<td>Affirmative</td>
</tr>
<tr>
<td>• Didn’t she go home at noon?</td>
<td>Yes, I did.</td>
</tr>
</tbody>
</table>
c. Information Questions

<table>
<thead>
<tr>
<th>Examples</th>
<th>Possible Answers</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What <em>did</em> you see in the book-shop?</td>
<td>• I saw many people in the book-shop.</td>
<td>Information questions with <em>did</em> and <em>didn’t</em>, the main verb is in the simple form.</td>
</tr>
<tr>
<td>• When <em>did</em> she go home?</td>
<td>• She <em>went</em> home at noon.</td>
<td></td>
</tr>
<tr>
<td>• Who <em>ate</em> a lot this morning?</td>
<td>• My sister <em>ate</em> a lot this morning.</td>
<td>When <em>who</em> or <em>what</em> is the subject, the main verb is in the simple past tense and <em>did</em> is not used before the subject.</td>
</tr>
<tr>
<td>• What <em>made</em> her cry?</td>
<td>• The death of her cat <em>made</em> her cry.</td>
<td></td>
</tr>
</tbody>
</table>

3. The Use of Simple Past Tense

According to Wishon and Burks, there are some uses of Simple Past Tense, they are:

a. It is used to report a state or activity which can be ascribed to a definite past time that is concern on single activities that were occurred and were finished at a specified time.

Example:
• I *had* a busy day yesterday, I *wrote* many letters.
• I *saw* him three years ago.

b. It is used for activities that were occurred over period of time in the past, but are now finished, or that were occurred at intervals in the past, but don’t occurred now.

Example:
• Last week, I *took* a taxi to my office.
• His mother *wrote* to him every day.

c. It is used to describe customary or habitual action in the past. The past tense

Example:
- I used to be a scout boy.
- I used to get up at 05.00 every morning.

d. The past form of do as an auxiliary is used with simple form of the verb to express emphasis.

Example:
- I did study for the examination.
- No matter what Liza said, she did finish the work.33

While according to Greenbaum, the Simple Past Tense is used to refer to a situation set at a definite time in the past as follows:

a. The event past is used with dynamic verb sense to refer to a single definite event in the past.

Example:
- The Normans invaded England in 1066 (The event may take place over an extended period)
- The plane left at 9 a.m. (The event may also take place at a point of time)

b. The habitual past is used with dynamic verb sense to refer to past events that repeated occur.

Example:
- We spent our holidays in Spain when we were children.

c. The state past is used with static verb senses to refer to a single unbroken state of affairs in the past.

Example:
- I once liked reading novels.
- I used to go to the beach for relaxing.34

4. The Teaching of Simple Past Tense Using Audio-lingual Method

The writer concludes the illustrations of the activities of Audio-lingual Method from W. M. Rivers and Diane Larsen Freeman as written below:

In Audio-lingual Method, the first level of instruction is based on dialogues which are containing commonly used everyday expressions and basic structures of high frequency. The teacher acts out a new dialogue between two people, she asks the students to listen carefully to the conversation. The students expected to eventually memorize the dialogue which is the teacher introducing. All of the instructions are in English, and here is the example of dialogue containing the Simple Past Tense:

Sally: Good Morning, Bill!
Bill : Good Morning, Sally!
Sally : How are you?
Bill  : I’m fine, thanks. What about you?
Sally : Not too bad. Anyway, where did you go yesterday?
Bill  : I went to the book-shop.
Sally : Did you buy some books?
Bill  : Yes, I did. I bought two story-books.
Sally : Can I borrow them?
Bill  : Sure.
Sally : Thank you, Bill.

After the teacher acts out the dialogue, she has the whole class repeat each lines of her dialogue after her model. It is repeated several times. When the class comes to the line, “I went to a book-shop”, they stumble a bit in their repetition. Then the teacher uses backward build-up drill (expansion drill) to break down the troublesome sentence into smaller parts.

After students have repeated the dialogue several times (repetition drill), the teacher gives a chance to the students to do a role-play. Switch roles between the teacher and the students in order to practice a little more.
Then the teacher initiates a chain drill with four of the lines from the dialogue. A chain drill gives students an opportunity to say the lines individually and also lets them use the expression in communication with someone else. Finally, the teacher selects two students to perform the entire dialogue for the rest of the class. When they are finished, two others do the same.

The teacher then moves to the next major phase of the lesson, named single-slot substitution drill. Teacher states a line from a dialog, and then uses a word or a phrase as a cue for the students. The students repeat the line and substituting the cue into the line in its proper place. The teacher changes “the book-shop” into another one phase like “the bank”, “the market”, “the cinema” and so on by showing the picture. After every single response, the teacher should give some reward, as Politzer (1961) stated; correct responses are learned better if they are immediately reinforced by reward.  

Finally the teacher increases the complexity of the task by leading the students in a multi-slot substitution drill. This is the same as the single-slot drill, except that there are multiple cues to be substituted into the line. Then followed by a transformation drill, this type of drill asks students to change one type of sentence into another, an affirmative into negative sentence, active into passive sentence and so on.

After that, by holding up a picture used before, a picture of market, the teacher ask “did you go to the market?”, then she answer it by herself “yes, I did”. The teacher also gives a negative answer with different picture. The teacher repeats the same pattern questions for several times, this pattern drills had a central position in the Audio-lingual Method. Then the students have to answer the question correctly by looking the certain picture. This called question and answer drill.

---

37 Then the students have to answer the question correctly by looking the certain picture. This called question and answer drill.
At the final few minutes of the class, the teacher returns to the dialogue with which the teacher began the lesson. In the next meeting, the teacher will review the dialogue, expand upon the dialogue by adding a few more lines, drill the new lines, and introduce some more new vocabulary items through the new lines, work on the different grammar rules, use minimal pair words, do writing activity, or games.

5. The Teaching of Simple Past Tense Using Grammar Translation Method

The writer concludes the illustrations of the activities of Grammar Translation Method as the following:

The objectives of Grammar Translation Method are understanding the grammar of the language and training the students to write the new language accurately by regular practice in translating from the native language. The class began with reading a passage in their textbook entitled “In a Book-shop”. Each student called on to read a few lines from the passage. After reading it, the teacher asked the students to translate into Indonesian language the few lines that they have just read, the translation may be in written, spoken or both. The teacher also helps with some new vocabulary items. When the students have finished reading the passage, the teacher asks them in Indonesian language if they have any question about the passage.

Since the students have no questions anymore, the teacher asks the students in order to check their understanding, the students answer the questions in the target language based on their understanding of the passage or it can be in the form of written comprehension exercise.

Because huge vocabulary lists are required to memorize by the students, they are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students
to find synonyms for a particular set of words. Students are also taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages.

Deductive application of rule is the main feature of Grammar Translation Method. The explanations of grammar rules and exceptions of the Simple Past Tense are presented followed by examples. Once students understand the rule, they are asked to apply it to some different examples.

The exercise which is given in Grammar Translation Method is more on the writing skills, such as fill in the blanks, which is the students are given a series of sentences with words missing, they fill in the blanks with new vocabulary items of a particular grammar type, such verbs form in the Simple Past Tense. Then in order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words. As the last exercise, the teacher often gives the students a topic to write about in the target language. The topic is based upon the vocabulary item or grammar rules found in the reading passage of the lesson.

From those models of teaching the Simple Past Tense using Audio-lingual Method and Grammar Translation Method which has been described above, it is considered that one of those two teaching methods is better than another. Therefore, the writer is interested in holding an experiment using those two teaching methods to find the differences.
CHAPTER III
THE IMPLEMENTATION OF THE RESEARCH

A. Methodology of the Research

1. Objective of the Research

The objective of the research is to find out whether or not there is any significant different achievement of students taught using Audio-lingual Method and Grammar Translation Method in learning the Simple Past Tense.

2. Place and Time of the Research

The research was held at Yayasan Pondok Bina Ikhwan, Smart Education Center (S.E.C), which is located on Jl. Kecubung IV No. 65 Villa Mutiara, Sawah Baru, Ciputat - Tangerang. It was started by observation to the course on August 2008.

The research began with the pre-test on 25th -26th of September, 2008 in controlled class and experiment class. Then follow the experiment for five meetings in each class on 13th -28th of October, 2008 and post-test on 30th -31st of October, 2008.
3. Population and Sample of the Research

The population of the research is 30 students from the level of Beginner IV of Smart Education Center (S.E.C) from two classes. The sample was taken by random sampling system where there are 10 students from experiment class which is using Audio-lingual Method, and 10 students from controlled class which is using Grammar Translation Method in learning the Simple Past Tense.

4. Instrument of the Research

The writer gave pre-test before the teaching process and post-test after it. The teaching process was done in five meetings for both classes. The writer compared the achievement of pre-test and post-test to identify the effectiveness of using Audio-lingual Method in teaching the Simple Past Tense.

5. Techniques of Data Collecting

The writer used the following steps to collect the data:

a. Observation

The observation was begun by visiting the course to search about the students in which level have the Simple Past Tense as one of their learning material and the teaching-learning process in the classroom.

b. Experiment

The teacher taught the Simple Past Tense by using Audio-lingual Method in the experiment class and by using Grammar Translation Method in the controlled class.

The teaching process was conducted in five meetings for each class and was systematically arranged in a lesson plan (see appendix).

c. Test (Pre-test and Post-test)

The test was done for obtaining the data of the students’ achievement in mastering the Simple Past Tense by using Audio-
lingual Method in the experiment class and by using Grammar Translation Method in the controlled class.

The format of both tests was same. Each test consists of 40 questions in multiple choices; each correct answer is multiplied by 2.5. The test measures the students’ understanding about the use of irregular verbs in the Simple Past Tense which are required in the *New Standard for Elementary Schools*. The irregular verbs are had, was/were, went, slept, got, bought, gave, took, came and saw.

The other structures which have been taught previously by their teacher such as Simple Present Tense, Simple Future Tense, Present Continuous Tense and also the regular verbs such as walked, played, listened, worked and stayed, also included in the test in order to measure the students’ understanding about those structures compared to the students’ understanding about the irregular verbs in the Simple Past Tense.

Here is the distribution of the questions’ type:

<table>
<thead>
<tr>
<th>No.</th>
<th>Type</th>
<th>Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple Past Tense (irregular verbs)</td>
<td>1-4, 8-10, 15-17, 22-32, 36-40</td>
</tr>
<tr>
<td>2.</td>
<td>Simple Past Tense (regular verbs)</td>
<td>11, 18, 33-35</td>
</tr>
<tr>
<td>3.</td>
<td>Simple Present Tense</td>
<td>5, 12, 19</td>
</tr>
<tr>
<td>4.</td>
<td>Simple Future Tense</td>
<td>6, 13, 20</td>
</tr>
<tr>
<td>5.</td>
<td>Present Continuous Tense</td>
<td>7, 14, 21</td>
</tr>
</tbody>
</table>

6. **Techniques of Data Analysis**

Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing is the step to know the result of both experiment class and controlled class, and also their differences.

The writer used the comparative technique. The comparative technique is an analysis technique to evaluate hypothesis concerning the differences.
In the comparative technique, the variables are compared to recognize whether or not the differences are significant. The writer used t-test to find out the differences of students’ achievement in using Audio-lingual Method in learning the Simple Past Tense that will be compared to the students’ achievement that use Grammar Translation Method in learning the Simple Past Tense.

The formula is as follow:

\[ t_c = \frac{M_{D1} - M_{D2}}{SE_{M_{D1}} - SE_{M_{D2}}} \]

- \( M_{D1} \): Mean of Difference of Experiment Class
- \( M_{D2} \): Mean of Difference of Controlled Class
- \( SE_{M_{D1}} \): Standard Error of Experiment Class
- \( SE_{M_{D2}} \): Standard Error of Controlled Class

7. Procedures of the Research

The research was done in two different classes, namely experiment class and controlled class. The writer employed Audio-lingual Method in an experiment class and Grammar Translation Method in a controlled class.

This research was started with the same type pre-test and then followed by the teaching-learning activities for five meetings which are conducted in each class. After that, the same type post-test was given to both experiment class and controlled class.

Then the writer made a calculation of the result from both tests. The further explanation will be discussed later.
B. Findings of the Research

1. Description of the Data

Here are description of the data taken from the students’ response towards the pre-test and post-test.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>57.5</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>67.5</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
<td>57.5</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>72.5</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>72.5</td>
<td>87.5</td>
</tr>
<tr>
<td>8</td>
<td>67.5</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>47.5</td>
<td>60</td>
</tr>
</tbody>
</table>

1. Determining Mean of Pre-test Score of Experiment Class:

\[ M_{x1} = \frac{\sum x}{N} \]

\[ = \frac{607.5}{10} \]

\[ = 60.75 \]

2. Determining Mean of Post-test Score of Experiment Class:

\[ M_{y1} = \frac{\sum y}{N} \]

\[ = \frac{717.5}{10} \]

\[ = 71.75 \]
Table 3.2
The Test Score of the Controlled Class

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>47.5</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>62.5</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>67.5</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>72.5</td>
</tr>
<tr>
<td>6</td>
<td>57.5</td>
<td>62.5</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>52.5</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>50</td>
<td>65</td>
</tr>
</tbody>
</table>

1. Determining Mean of Pre-test Score of Controlled Class:

\[ M_{x_2} = \frac{\sum x}{N} \]

\[ = \frac{597.5}{10} \]

\[ = 59.75 \]

2. Determining Mean of Post-test Score of Controlled Class:

\[ M_{y_2} = \frac{\sum y}{N} \]

\[ = \frac{655}{10} \]

\[ = 65.5 \]
### Table 3.3
The Calculation of the Test Score of the Experiment Class

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
<th>D = x - y</th>
<th>D² = (x - y)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>80</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>57.5</td>
<td>70</td>
<td>-12.5</td>
<td>156.25</td>
</tr>
<tr>
<td>3</td>
<td>67.5</td>
<td>80</td>
<td>-12.5</td>
<td>156.25</td>
</tr>
<tr>
<td>4</td>
<td>45</td>
<td>57.5</td>
<td>-12.5</td>
<td>156.25</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>72.5</td>
<td>-12.5</td>
<td>156.25</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>80</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>72.5</td>
<td>87.5</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>8</td>
<td>67.5</td>
<td>60</td>
<td>7.5</td>
<td>56.25</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>47.5</td>
<td>60</td>
<td>-12.5</td>
<td>156.25</td>
</tr>
</tbody>
</table>

ΣD = -110  ΣD² = 1862.5

### Table 3.4
The Calculation of the Test Score of the Controlled Class

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
<th>D = x - y</th>
<th>D² = (x - y)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>47.5</td>
<td>50</td>
<td>-2.5</td>
<td>6.25</td>
</tr>
<tr>
<td>2</td>
<td>62.5</td>
<td>60</td>
<td>2.5</td>
<td>6.25</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>75</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>4</td>
<td>67.5</td>
<td>70</td>
<td>-2.5</td>
<td>6.25</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>72.5</td>
<td>-2.5</td>
<td>6.25</td>
</tr>
<tr>
<td>6</td>
<td>57.5</td>
<td>62.5</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>52.5</td>
<td>60</td>
<td>-7.5</td>
<td>56.25</td>
</tr>
<tr>
<td>10</td>
<td>50</td>
<td>65</td>
<td>-15</td>
<td>225</td>
</tr>
</tbody>
</table>

ΣD = -57.5  ΣD² = 656.25
2. **Analysis of the Data**

From the data descriptions above, the writer analyzed the score from the experiment and controlled class by integrating the results into the formula as follows:

a. Determining Mean of Difference of Experiment Class:

\[
M_{D1} = \frac{\sum D}{N} = \frac{110}{10} = 11
\]

b. Determining Mean of Difference of Controlled Class:

\[
M_{D2} = \frac{\sum D}{N} = \frac{57.5}{10} = 5.75
\]

c. Determining Deviation Standard of Difference of Experiment Class:

\[
SD_{D1} = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} = \sqrt{\frac{1862.5}{10} - \frac{(-110)^2}{10}}
\]

\[
= \sqrt{186.25 - (-11)^2}
\]

\[
= \sqrt{186.25 - 121}
\]

\[
= \sqrt{65.25}
\]

\[
= 8.078
\]

d. Determining Deviation Standard of Difference of Controlled Class:

\[
SD_{D2} = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}
\]
\[ \frac{656.25 - (-57.5)^2}{10} = \sqrt{65.625 - (-5.75)^2} = \sqrt{65.625 - 33.062} = \sqrt{29.563} = 5.437 \]

e. Determining Standard Error from Mean of Difference of Experiment Class:

\[ SE_{M_{A1}} = \frac{SD_{D1}}{\sqrt{N - 1}} = \frac{8.078}{\sqrt{9}} = \frac{8.078}{3} = 2.693 \]

f. Determining Standard Error from Mean of Difference of Controlled Class:

\[ SE_{M_{B2}} = \frac{SD_{D2}}{\sqrt{N - 1}} = \frac{5.437}{\sqrt{9}} = \frac{5.437}{3} = 1.812 \]

g. Determining t-observation (t_o):

\[ t_o = \frac{M_{D1} - M_{D2}}{SE_{M_{D1}} - SE_{M_{D2}}} = \frac{11 - 5.75}{2.693 - 1.812} \]
3. Test of Hypothesis

The statistic hypothesis states:

a. If $t_o > t_t$, it means that the Null Hypothesis ($H_o$) is rejected and the Alternative Hypothesis ($H_a$) is accepted. Thus, there is positive significant difference between the teaching of the Simple Past Tense using Audio-lingual Method and using Grammar Translation Method.

b. If $t_o < t_t$, it means that the Null Hypothesis ($H_o$) is accepted and the Alternative Hypothesis ($H_a$) is rejected. Thus, there is no positive significant difference between the teaching of the Simple Past Tense using Audio-lingual Method and using Grammar Translation Method.

4. Interpretation of the Data

In the simply resume, the result may be formulated as follows:

$t_o > t_t = 5.96 > 2.10$ in significance level 5 %

$t_o > t_t = 5.96 > 2.88$ in significance level 1 %
The result of statistic calculation indicates that $t_o > t_i$ in 5% and 1% significant level. It means there is obvious difference between the average score from the results of teaching the Simple Past Tense in experiment class and in controlled class.

Based on the analysis on the results in the table above, it can be inferred that teaching the Simple Past Tense using Audio-lingual Method is more effective than using Grammar Translation Method. It simply illustrates that teaching by Audio-lingual Method gives more advantages than teaching by Grammar Translation Method.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion
1. Teaching the Simple Past Tense by using Audio-lingual Method has given a positive influence, shown from the mean from the post test. The mean of experiment class which use Audio-lingual Method is 71.75, while the mean of controlled class which use Grammar Translation Method is 65.5.
2. The result of the analysis in the research, showed that the value of $t_o$ is 5.96 which is bigger than $t_{table}$ ($t_1$) at significance level 5% = 2.10 and $t_{table}$ ($t_1$) at significance level 1% = 2.88. It means that the Null Hypothesis ($H_o$) is rejected and the Alternative Hypothesis ($H_a$) is accepted. Thus, there is positive significant difference between the teaching of the Simple Past Tense using Audio-lingual Method and using Grammar Translation Method.

B. Suggestion
1. Based on the research that the writer employed, Audio-lingual has served a positive influence to students through its habit formation, so it can be used as an alternative method in teaching grammar.
2. Teaching-learning process should be done without any pressure and in an interesting condition.

3. The teacher may use kinds of media (such as picture, realia, LCD, etc) in the teaching-learning process in order to make it more interesting and effective.

4. The teacher should determine the right method based on their objectives and learning situation, because different learning objective and different learning situation need different teaching method.


Appendix

SKENARIO PEMBELAJARAN (EXPERIMENT CLASS)

1. Identitas
   Mata Pelajaran : Bahasa Inggris
   Level : Beginner IV
   Alokasi Waktu : 5 x 90 menit

2. Standar Kompetensi
   • Memahami instruksi dan informasi sederhana baik secara lisan maupun tulisan dalam konteks sekitar peserta didik
   • Melakukan dialog sederhana dengan benar

3. Kompetensi Dasar
   • Merespon instruksi sederhana dengan tindakan
   • Merespon pertanyaan sederhana dengan benar
   • Menulis dan berdialog dengan menggunakan kalimat dalam bentuk Simple Past Tense

4. Indikator
   • Siswa dapat mengulang ucapan guru dengan benar
   • Siswa dapat menjawab pertanyaan baik lisan ataupun tertulis
   • Siswa dapat berdialog sederhana menggunakan kalimat dalam bentuk Simple Past Tense
   • Siswa dapat menulis kalimat sederhana dalam bentuk Simple Past Tense

5. Materi Pokok
   • Pola kalimat positif : Subjek + Kata kerja II + Objek + C
     Contoh: - I saw many people in the book-shop.
     - Father bought me two story books.
   • Pola kalimat negatif : Subjek + did not + Kata kerja I + Objek + C
     Contoh: - I did not see many people in the book-shop.
     - Father did not buy me two story books.
   • Pola kalimat introgatif : Did + Subjek + Kata kerja I + Objek + C ?
     Contoh: - Did you see many people in the book-shop?
     - Did she go home at noon?

6. Metode, Sumber dan Alat Pembelajaran
   Metode : Audio-lingual Method
   Sumber dan Alat Pembelajaran : - Buku Bahasa Inggris (New Standard for Elementary School Level 0)
7. Langkah-langkah Pembelajaran

Pertemuan I

Pendahuluan : guru memberi salam dan menyapa siswa
- guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial

Kegiatan Inti : guru mempraktekkan sebuah dialog singkat yang menggunakan kalimat Simple Past Tense, siswa memperhatikan
- siswa melakukan repetition drill, mengulangi dialog perbaris setelah mendengarkan contoh pengucapan dari guru
- siswa melakukan role play, berganti peran antara siswa dengan guru dan antara siswa dengan siswa
- siswa melakukan chain drill, mengulangi beberapa baris dalam dialog secara berpasangan
- siswa mendengarkan kaset tentang salam dan mengulangi pengucapannya dengan benar
- siswa melakukan backward build-up drill (expansion drill), membagi-bagi kalimat menjadi beberapa bagian, e.g.: book shop - the book shop - to the book shop - went to the book shop - I went to the book shop
- siswa melakukan transformation drill, mengubah kalimat menjadi bentuk negatif dan interrogatif
- siswa melakukan question-answer drill, guru menunjukkan gambar (flashcard) dan siswa menjawab berdasarkan gambar yang guru tunjukkan

Penutup :
- guru mengulang kembali dialog dan melakukan role play
- guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran dengan menggunakan bahasa inggris
- guru memberi handouts dialog yang telah mereka pelajari untuk dipelajari dirumah

Pertemuan II
- guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial

**Kegiatan Inti**:
- guru mengulang dialog singkat yang telah mereka pelajari pada pertemuan lalu
- siswa melakukan *repetition drill*, mengulangi dialog perbaris setelah mendengarkan contoh pengucapan dari guru
- guru menulis kembali dialog dan menghapus beberapa bagian, siswa diberikan tugas untuk mengisi bagian yang kosong tersebut tanpa melihat handouts
- guru menunjuk dua orang siswa yang telah selesai mengerjakan tugas untuk mempraktekkan dialog di depan kelas, selanjutnya disusul siswa lainnya
- siswa mencatat kata kerja bentuk *simple past* yang terdapat dalam dialog, menentukan bentuk *infinitive*-nya dan kemudian melakukan *transformation drill* secara lisan satu persatu
- guru memberikan tiga kata kerja bentuk *simple past* (*was/were, slept, gave*) dan siswa menentukan bentuk *infinitive*-nya dan kemudian melakukan *transformation drill* secara lisan satu persatu
- siswa menuliskan kalimat dari lima kata kerja bentuk *simple past* yang telah diberikan sebelumnya

**Penutup**:
- guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran

---

**Pertemuan III**

**Pendahuluan**:
- guru memberi salam dan menyapa siswa
- guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial

**Kegiatan Inti**:
- guru mereview lima kata kerja bentuk *simple past* yang telah diberikan pada pertemuan sebelumnya dengan melakukan *transformation drill*, siswa secara satu persatu mengubah kalimat dari bentuk positif ke bentuk *negatif* dan *in interrogative*.
- guru memastikan pemahaman siswa satu persatu dengan melakukan question-answer drill dengan menggunakan media flashcards
- guru memberikan lima kata kerja bentuk simple past lainnya (saw, came, took, had, got) dan siswa menentukan bentuk infinitive-nya dan kemudian melakukan transformation drill satu persatu
- siswa membuat kalimat menggunakan lima kata kerja tersebut

Penutup
- guru meminta siswa menghafalkan sepuluh kata kerja yang telah dibahas dan mengujinya pada pertemuan selanjutnya
- guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran

• Pertemuan IV

Pendahuluan
- guru memberi salam dan menyapa siswa
- guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial

Kegiatan Inti
- guru mereview sepuluh kata kerja yang telah dibahas pada pertemuan sebelumnya dengan menyebutkan bentuk simple past dan infinitive-nya
- siswa membuat sepuluh kalimat sederhana secara lisan dari sepuluh kata kerja bentuk simple past yang telah dibahas pada pertemuan sebelumnya
- siswa membuat kelompok yang terdiri dari dua orang untuk membuat sebuah dialog sederhana yang menggunakan sekurang-kurangnya lima kata kerja bentuk simple past yang telah dipelajari
- siswa mempertunjukkan dialog yang mereka buat didepan kelas secara bergantian
- guru melakukan chain drill, dengan menggunakan beberapa baris kalimat dari dialog yang dibuat siswa

Penutup
- guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran
Pertemuan V

Pendahuluan: - guru memberi salam dan menyapa siswa
- guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial

Kegiatan Inti: - guru menguji hafalan dialog siswa dengan meminta masing-masing kelompok untuk mempertunjukkan hafalan di depan kelas tanpa melihat catatan
- siswa melakukan transformation drill dan question-answer drill
- guru menuliskan bentuk infinitive dan simple past di papan tulis, siswa diminta menjodohkan bentuk infinitive dan simple past dengan benar dan membuat kalimat dengan menggunakan kata kerja tersebut secara lisan
- siswa bermain “lucky number”, siswa berhitung dari satu sampai ... (sejumlah siswa) mereka harus mengingat nomor mereka masing-masing. Kemudian guru memulainya dengan membuat satu kalimat dengan menggunakan kata kerja simple past dan salah satu nomor yang telah disebutkan oleh siswa. E.g.: I got up at ten o’clock yesterday, siswa yang bernomor sepuluh harus membuat kalimat lainnya, e.g.: she bought two novels last week, siswa yang bernomor dua harus membuat kalimat lainnya. Permainan ini berlangsung sampai setiap siswa mendapat giliran dan semua siswa dapat membuat kalimat dalam bentuk Simple Past Tense dengan benar

Penutup: - guru mengulang bentuk kalimat Simple Past Tense dengan pola kalimatnya
Appendix

SKENARIO PEMBELAJARAN (CONTROLLED CLASS)

1. Identitas
   Mata Pelajaran : Bahasa Inggris
   Level : Beginner IV
   Alokasi Waktu : 5 x 90 menit

2. Standar Kompetensi
   • Memahami teks fungsional pendek sederhana dalam konteks sekitar peserta didik
   • Menulis teks fungsional pendek sederhana dalam konteks sekitar pendidik

3. Kompetensi Dasar
   • Membaca nyaring teks fungsional pendek sederhana dengan pengucapan dan intonasi yang tepat
   • Menulis kalimat sederhana dalam bentuk Simple Past Tense dengan benar

4. Indikator
   • Siswa dapat membaca wacana dengan pengucapan dan intonasi yang tepat
   • Siswa dapat menjawab pertanyaan dari bacaan baik lisan ataupun tertulis
   • Siswa dapat menulis kalimat sederhana dalam bentuk Simple Past Tense dengan benar

5. Materi Pokok
   • Pola kalimat positif : Subjek + Kata kerja II + Objek + C
     Contoh: - I saw many people in the book-shop.
            - Father bought me two story books.
   • Pola kalimat negatif : Subjek + did not + Kata kerja I + Objek + C
     Contoh: - I did not see many people in the book-shop.
            - Father did not buy me two story books.
   • Pola kalimat introgatif : Did + Subjek + Kata kerja I + Objek + C ?
     Contoh: - Did you see many people in the book-shop?
            - Did she go home at noon?

6. Metode, Sumber dan Alat Pembelajaran
   Metode : Grammar Translation Method
   Sumber dan Alat Pembelajaran : - Buku Bahasa Inggris (New Standard for Elementary Schools book 4)
                                 - Handouts

7. Langkah-langkah Pembelajaran
Pertemuan II
Pendahuluan: - guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial
- guru memberikan pola kalimat Simple Past Tense dan menjelaskannya beserta contoh kalimatnya
Kegiatan Inti: - guru memberikan pola kalimat Simple Past Tense dan menjelaskannya beserta contoh kalimatnya
- guru menuliskan sepuluh kata kerja dalam bentuk simple past yang akan dipelajari
- siswa mencari bentuk infinitive dari sepuluh kata kerja bentuk simple past tersebut, mengartikannya dan mengunakannya dalam kalimat sederhana
- siswa menghafalkan pola kalimat Simple Past Tense yang akan diuji pada pertemuan selanjutnya
Penutup: - guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran

Penutup
- guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran
• Pertemuan III
Pendahuluan : - guru memberi salam dan menyapa siswa
   - guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial
Kegiatan Inti : - siswa membaca nyaring satu persatu wacana berjudul “Talking about Holiday” dan menterjemahkannya
   - siswa mencatat kata kerja dalam bentuk simple past yang mereka temukan dalam wacana dan menentukan bentuk infinitive-nya
   - siswa membuat kalimat dari kata kerja bentuk simple past yang mereka temukan dari wacana
   - siswa melakukan peer-correction atas tugas yang diberikan sebelumnya
Penutup : - guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran

• Pertemuan IV
Pendahuluan : - guru memberi salam dan menyapa siswa
   - guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial
Kegiatan Inti : - guru mereview pola kalimat Simple Past Tense
   - siswa membaca nyaring satu persatu wacana berjudul “In a Book Shop” dan menterjemahkannya
   - siswa mencatat kata kerja dalam bentuk simple past yang mereka temukan dalam wacana dan menentukan bentuk infinitive-nya
   - guru memberikan pertanyaan tentang wacana secara tertulis, i.e.:
     1. Was the last Friday a holiday?
     2. Where did you go last week?
     3. What did you see at the book shop?
     4. How many books did you buy?
     5. What books did you buy?
Penutup : - guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran
Pertemuan V

Pendahuluan: - guru memberi salam dan menyapa siswa
   - guru menanyakan beberapa pertanyaan seputar aktivitas siswa dan keadaan sosial

Kegiatan Inti: - guru mengulang pola kalimat Simple Past Tense dan meminta siswa untuk menyebutkan kembali pola kalimat Simple Past Tense
   - siswa menuliskan sepuluh kata kerja bentuk *simple past* yang telah dibahas pada pertemuan sebelumnya beserta bentuk *infinite*-nya
   - siswa mengerjakan latihan dan mengisi kata kerja bentuk *simple past* (bought, saw, was/were, slept, gave, got, took, went, had, or came), i.e.:

1. We _____ early to school yesterday.
2. She _____ her breakfast at 6 o’clock this morning.
3. My father _____ me two story books last week.
4. They _____ all day long last holiday.
5. Amy _____ up late yesterday morning.
6. I _____ Mary at the post-office last Monday.
7. My mother _____ me to the market.
8. I _____ to the shopping mall last weekend.
9. She _____ at the airport to pick her uncle up.

Penutup: - guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran
Appendix

RESEARCH INSTRUMENT

Choose the correct answer by crossing a, b, c or d!

1. They _____ breakfast at 7.30 a.m. yesterday.
   a. had c. will have
   b. have d. are having

2. Last week _____ the first day of school.
   a. is c. were
   b. was d. are

3. They _____ very glad to come back to school again last week.
   a. are c. were
   b. did d. do

4. Mary _____ to the shopping-mall with her school-mates two days ago.
   a. goes c. went
   b. will go d. gone

5. Mary _____ to school everyday.
   a. walks c. walk
   b. walked d. will walk

6. We _____ our lunch now.
   a. have c. are having
   b. had d. will have

7. John _____ up early tomorrow.
   a. gets c. got
   b. is getting d. will get

8. They _____ many story-books last month.
   a. buy c. are buying
   b. will buy d. bought

9. We all _____ to school early yesterday.
   a. come c. are coming
   b. came d. will come

10. My father _____ me to the book-shop last Monday.
    a. took c. takes

11. You _____ football yesterday afternoon.
    a. play c. will play
    b. are playing d. played

12. I _____ Mimi at the book-shop every Tuesday.
    a. saw c. am seeing
    b. see d. will see

13. She _____ some vegetables right now.
    a. buys c. is buying
    b. will buy d. bought

14. He _____ the book to his sister the day after tomorrow.
    a. gives c. will give
    b. gave d. is giving

15. We _____ our breakfast at eight yesterday.
    a. didn't have c. aren't having
    b. don't have d. won't have

16. There _____ many people at the railway station last week.
    a. aren't c. weren't
    b. isn't d. wasn't

17. Amy _____ any fruits at the market this morning.
    a. doesn't buy c. isn't buying
    b. didn't buy d. won't buy

18. I _____ basketball last Sunday.
    a. don't play c. am not playing
    b. didn't play d. won't play

19. _____ he _____ to mosque every pray time?
    a. is, going c. will, go
    b. did, go d. does, go

20. my father _____ me and
21. _____ they _____ to my home tomorrow?
   a. will, come    c. did, come
   b. do, come      d. are, coming

22. My sister _____ up late three days ago.
   a. gets          c. is getting
   b. will get      d. got

   a. gave          c. will give
   b. give          d. are giving

24. She _____ Rio at the airport a few minutes ago.
   a. will see      c. saw
   b. sees          d. is seeing

25. He _____ to the post-office last Saturday.
   a. doesn’t go    c. isn’t going
   b. didn’t go     d. won’t go

26. We _____ your book with us last night.
   a. didn’t take   c. aren’t taking
   b. don’t take    d. won’t take

27. They _____ their homework to the teacher this morning.
   a. don’t give    c. didn’t give
   b. won’t give    d. aren’t giving

28. I _____ the train-ticket last week.
   a. don’t get     c. won’t get
   b. am not getting d. didn’t get

29. The postman _____ to the postbox to take the letters last Saturday.
   a. isn’t coming  c. doesn’t come
   b. won’t come    d. didn’t come

30. Michael _____ me at the gas-station yesterday morning.
   a. didn’t see    c. isn’t seeing
   b. doesn’t see   d. won’t see

31. Did Andy _____ up late yesterday?
   a. getting       c. get
   b. got           d. gets

32. Did you _____ your sister to the bank?
   a. taken         c. taking
   b. took          d. take

33. She _____ at the private TV station last year.
   a. works         c. is working
   b. worked        d. will work

34. I _____ to Gen FM radio last night.
   a. am listening  c. listen
   b. will listen   d. listened

35. Richard _____ in Bali two years ago.
   a. stayed        c. is staying
   b. stays         d. stay

36. Did Amy _____ to the bank yesterday?
   a. go            c. goes
   b. went          d. going

37. Did you _____ me at the bus-station yesterday morning?
   a. saw           c. seeing
   b. see           d. will see

38. Did she _____ to your home last Tuesday?
   a. comes         c. come
   b. came          d. coming

39. Did your father give you two story-books?
   a. no, I didn’t  c. no, he didn’t
   b. no, I don’t   d. no, he doesn’t

40. Did she buy some books?
   a. yes, she did  c. yes, she do
   b. yes, she is   d. yes, she does
Appendix

Nukilan Tabel nilai “t” untuk Berbagai Nilai df

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epada Yth,
Yauki, M.Ed
e tua Jurusan Pendidikan Bahasa Inggris
IN Syarif Hidayatullah Jakarta
i
empat

dalamu’alaikum Wr. Wb.
egala puji bagi Allah SWT, Tuhan semesta alam, shalawat dan salam semoga tercurah
slalu kepada Nabi Muhammad SAW. Doa dan harapan semoga Bapak beserta staf
anantiasa sukses selalu dalam menjalankan aktifitas sehari-hari.

elanjutnya saya yang bertanda tangan dibawah ini:

\[
\text{Nama} & \quad \text{Mutiara Fani} \\
\text{NIM} & \quad 104014000303 \\
\text{Urusan} & \quad \text{Pendidikan Bahasa Inggris} \\
\text{Semester} & \quad \text{VIII}
\]

Dengan ini saya mengajukan judul skripsi, yang berjudul:

\text{AN ANALYSIS ON THE ADVANTAGES AND DISADVANTAGES OF USING AUDIO-LINGUAL METHOD IN TEACHING THE SIMPLE PAST TENSE (A Case Study at Smart Education Center Ciputat)}

Sebagai bahan pertimbangan, saya lampirkan bersama ini:

1. Outline
2. Abstraksi
3. Daftar pustaka sementara

Demikianlah surat permohonan ini saya ajukan, semoga Bapak berkenan
mennyetujuiinya. Atas perhatiannya saya ucapkan terima kasih.

Jakarta, 10 Juni 2008
Pemohon,

Mutiara Fani
NIM.104014000303
DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

a Nomor 95, Ciputat 15412, Indonesia

Jakarta, 10 Juni 2008

Kepada Yth.
Drs. Bahriul Hasibuan, M.Ed
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr. wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Mutiara Fani
NIM : 104014000303
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Judul Skripsi : An analysis on the advantages and disadvantages of using audio-lingual method in teaching the simple past tense


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.

[Signature]
Dekan
Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
Kepada Yth.

Yayasan Pondok Bina Ikhwan
Smart Education Center – Ciputat
di
Tempat

Assalamu’alaikum wr. wb.

Dengan hormat kami sampaikan bahwa,

Nama : Mutiarani Fani
NIM : 104014000303
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)

Judul Skripsi : The Effectiveness of using Audio-Lingual Method in Teaching the Simple Past Tense

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb

Jakarta, 18 September 2008

[Signature]

Dekan FITK

Tembusan:
1. Dekan FITK
2. Rektor UIN
3. Prodi Pendidikan Bahasa Inggris
Ketua Lembaga Smart Education Center – Ciputat menyatakan:

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<th>Mutiara Fani</th>
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Dengan ini menerangkan bahwa yang bersangkutan telah melakukan penelitian di Lembaga Smart Education Center – Ciputat pada tanggal 25 September – 31 Oktober 2008, dalam rangka penyusunan skripsi yang berjudul: "THE EFFECTIVENESS OF USING AUDIO-LINGUAL METHOD IN TEACHING THE SIMPLE PAST TENSE".

Demikianlah surat keterangan ini kami buat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.

Ciputat, 20 November 2008

Ketua Lembaga SEC

Lily Kartika, S.Pd.