THE EFFECTIVENESS OF AUDIO-LINGUAL APPROACH
IN TEACHING PRESENT PROGRESSIVE TENSE
(An Experiment at the Second Grade SMP IT Al Qur’aniyyah Pondok Aren)

A ‘Skripsi’
Presented to the Tarbiyah Faculty and Teachers’ Training
In Partial Fulfillment of the Requirements
For the Degree of Sarjana (S1)

ENGLISH EDUCATION DEPARTMENT
THE FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2009
Conclusion

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In the name of Allah, the Beneficent the Merciful

All praise be to Allah, the Lord of the worlds, Who has bestowed upon the writer in completing this skripsi. Peace and blessing from Allah be upon to Allah's Messenger, our Prophet Muhammad, his family, his companions, and all of his followers.

No words which the writer can say except Alhamdulillah, finally the writer has finished his 'skripsi' entitled: "The Effectiveness of Audio-lingual Approach in Teaching Present Progressive Tense" and the primary aim of writing this ‘skripsi’ is to complete a partial fulfillment for Degree of Sarjana (S1) in the Faculty of Tarbiyah and Teachers’ Training.

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The writer,
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CHAPTER I
INTRODUCTION

A. The Background of Study

Language is the most effective means of communication and interaction with other people. Linguists have debated the theory of how people learn language. Harmer, in his discussion about how people learn languages, points out:

No one knows exactly how people learn language although a great deal of research has been done into the subject. Certain theories have, however, had a profound effect upon the practice of language teaching (and continue to do so) despite the fact that they have often originated in studies of how people learn their first language. It is only comparatively recently that the study of second language acquisition has achieved the importance that it now has.¹

Two factions that both have two different perceptions about how people learn languages are behaviorism and cognitivism. Harmer highlights:

..., the psychologist Skinner applied this theory of conditioning to the way humans acquire their first language. Language, he suggested, is a form of behavior in much the same way as the rat pressing the bar exhibits a form of behavior. (It is because we are concerned with a form of behavior that this theory is called behaviorism). The same model of stimulus-response-reinforcement, he argued, accounts for how a human baby learns a language. An internal stimulus such as hunger prompts crying as a response, and this crying is reinforced by the milk that is subsequently made available for the baby. Our performance as language learners is largely the result of such positive (or negative) reinforcement.²

Behaviorism believes that people learn languages through three stages: stimulus, response and reinforcement on the idea of conditioning. So, according to behaviorism, language is habit or behavior.

On the other hand, cognitivism or mentalism disagrees with this theory. Highlighting this school, Harmer points out:

Language is not a form of behavior, Chomsky maintained. On the contrary, it is an intricate rule-based system and a large part of language acquisition is the learning of system. There are a finite number of grammatical rules in the

² Harmer, *The Practice of ..., p.32.*
system and with a knowledge of these an infinite number of sentences can be performed in the language. It is competence (or knowledge of grammar rules) that allows children to be creative as language users (e.g. experimenting and saying things they have not said before).\textsuperscript{3}

Cognitivism believes that people have language competence inside. So, according to cognitivism, language is not behavior or habit but acquisition.

People do not only learn language from their family but also from their school or society whether they want or not. Harmer argues:

Probably the greatest number of language students in the world do it (learning language) because it is on the school curriculum whether they like it or not. For many of these students English, in particular, is something that both they and their parents want to have taught. For others, however, the study of languages is something they feel neutral (or sometimes negative) about.\textsuperscript{4}

Then he adds:

Some language students find that themselves living in a target language community (either temporary or permanently). A target language community (TLC) is one where the inhabitants speak the language which the student is learning; an English-speaking country would be a TLC. The students would need to learn English to survive in that community.\textsuperscript{5}

So, according to Harmer, language learning is a process whether or not the students enjoy the process or vice versa that they are forced to do the process. Some students learn language because they want it to have taught. Some of them learn the language because it is on the school curriculum. Some of them learn the language because they live in that language community; they learn the language to survive in the community.

School is one of places where people, or in common term as above called students, learn language. The process of teaching and learning, the interaction between teachers and students, happens in the school. But there are a number of problems that teachers might face in the process of teaching and learning language. One of the problems that teachers encounter is to choose the appropriate method in teaching language. Brown states:

\textsuperscript{3} Harmer, \textit{The Practice of ...}, p.33.
\textsuperscript{4} Harmer, \textit{The Practice of ...}, p.31.
\textsuperscript{5} Harmer, \textit{The Practice of ...}, p.1-2.
Language teachers have long been faced with a plethora of ‘methods’ from which to choose. Each ‘method’ has tended to claim for itself authority concerning what students need to learn, the best way to match students’ learning styles, or in some cases the truth about how to present or practice language.6

One of the methods used in teaching English is Audio-lingual Approach. Audio-lingual Approach is adopted from behaviorism view about the process of language learning. This method makes constant drilling of the students followed by reinforcement as a major focus of classroom activity. The stimulus-response-reinforcement model forms the basis of methodology. Habit is formed by constant repetition and reinforcement of the teacher. Mueller highlights: “The audio-lingual method, also called the Fundamental Skills method, views language as behavior, and is based on behaviorist psychology and structural linguist”.7

Teaching English as foreign language is stressed on mastering the four basic skills: listening, speaking, reading and writing. The knowledge of grammar is also one of the important factors that students should master. That is because grammar is necessary even in spoken language. Grammar traditionally has ever been a central role in language teaching theories. Grammar also has provided justification for syllabus and methodology in language teaching for decades.

Our National Education Ministry, in Panduan Pengembangan Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama, explains:

To master all those skills well (Receptive: Listening and Reading, Productive: Speaking and Writing), students must be taught about language elements like vocabulary. Mastering vocabulary is one of the factors which is needed to master such a language. The other element which is also important is grammar. It is understood that vocabulary helps listener to understand the idea which the other expresses.8

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English teaching experts explain the importance of grammar and give some reasons why grammar is important in learning language, especially, in learning English. Rubin and Thompson argue:

Grammar is important because it allows you to express your thoughts and intentions in a way that is acceptable to native speakers. Sometimes grammar mistakes can make your speaking and writing difficult to understand. An example which grammar affects meaning directly is if you use past tense verb instead of a future tense verb.9

In understanding English the students must understand the structure of English or grammar. They must understand how to use it in spoken or written language. Grammar cannot be separated from English because English without grammar is hard to understand. Grammar is a rule for speaker to arrange the sentence so that listener can understand it.

Meanwhile, according to the impression which the writer gets during the teaching practices, students who learn English meet a number of problems, especially with the grammar as the language can be and appear confusing. Some students think of grammar as a rather boring subject. When they learn English they try to avoid the grammar because it is confusing and hard to understand.

Because most of students get difficulty in learning grammar especially in making sentences using tenses correctly, sometimes it makes them confused in understanding and using it. On the importance of grammar, Harmer adds:

Since a knowledge of grammar is essential for competent users of a language it is clearly necessary for our students. Obviously, for example, they need to know that verbs in the third person singular have an ‘s’ ending in the present simple (e.g. he swims, she runs, it takes). They also need to know that modal auxiliaries are followed by bare infinitive without ‘to’ so that they can eventually avoid making mistakes like ‘He must to go’.10

One of the tenses of grammar, which is taught, is Present Progressive. Sometime using this tense also makes students confused. The effect is they cannot use and understand the present progressive tense properly.

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Based on the background above, the writer would like to make research about “The Effectiveness of Audio-Lingual Approach in Teaching Present Progressive Tense”. (An Experiment at the Second Grade SMP IT Al Qur’aniyyah Pondok Aren).

B. The Scope of Study

To avoid misunderstanding in interpreting the problem, it is necessary for the writer to make the limitation of the problem. The writer limits the problem only on:
- The teaching of present progressive tense using Audio-lingual Approach in the second grade students of SMPIT Al Qur’aniyah Pondok Aren.

C. The Formulation of Problem

Based on the statement above the writer would like to formulate the problem for the research as follows:
- Are there any significant differences between teaching present progressive tense using Audio-Lingual Approach and using Traditional Method?

D. The Objective of Study

In discussing this skripsi, as the object of study, the writer would like to fulfill one of requirements of English Education Department of The Faculty of Tarbiya and Teachers Training for the Degree of S1 and also to find out the effectiveness of audio-lingual approach in teaching present progressive tense.

E. The Significance of Study

This study is also expected to give a contribution on how to teach present progressive tense based on Audio-lingual approach and also finding out an alternative in teaching English especially in teaching present progressive tense using Audio-Lingual Approach.
F. The Method of Study

This study employs experiment method. The writer will teach present progressive tense in two different classes using two different methods. In the experiment class the writer teaches present progressive tense using Audio-Lingual Method while in the control class the writer teaches it using Grammar Translation Method. To find out which method is more effective, at the end of the experiment, the writer will administer post test to the classes and compare the test result using T-test formula.

G. The Organization of Study

This paper consists of four chapters. The first chapter is introduction. It explains about the main problem of this paper. It covers the background of the study, the scope of study, the formulation of problem, the objective of study, the significance of the study, the method of study, and the organization of study.

The second chapter is theoretical framework and it consists of three parts. Part A is about Audio-lingual Approach, containing the understanding of Audio-lingual Approach and the characteristics of Audio-lingual approach. Part B is about Grammar Translation Method, containing the understanding of Grammar Translation Method and the characteristics of Grammar Translation Method. Part C is Present Progressive Tense, consisting of the form of Present Progressive Tense, using adverb and expression of place, spelling of -ing and signal words, the usage of present progressive tense and non-progressive verbs. The form of present progressive tense contains affirmative statements, negative statements, interrogative affirmative, and interrogative negative.

The third chapter is the implementation of the research. It consists of two parts. Part A is the methodology of the research, containing the objective of the research, place and time of the research, the population of the research, the procedures of the research, the instrument of the research, the techniques of data collecting, and the techniques of data analysis. Part B is the findings of the research, containing the description of data, the analysis of data, the test of hypothesis, and the interpretation of data.
The fourth chapter is the conclusions and suggestions. It is a core review of previous discussion in this paper.
CHAPTER II
THEORETICAL FRAMEWORK

A. Audio-lingual Approach

1. The Understanding of Audio-lingual Approach

The origin of Audio-lingual Method was the Army Method or the Informant Method which begun in a program called Army Specialized Training Program (ASTP). The method begun for the first time in The United States with the purpose to make the soldiers, who would be sent to several countries in World-War II, could speak as the natives from the countries to make them easy to communicate with the natives. The soldiers were taught by the native speaker, called informant, as the teacher who acts as the model of the target language. The process of teaching and learning was using the target language as much as possible.

The Army Specialized Training Program created intensive programs based on the techniques Leonard Bloomfield and other linguists devised for Native American languages, where students interacted intensively with native speakers and a linguist in guided conversations designed to decode its basic grammar and learn the vocabulary. This "informant method" had great success with its small class sizes and motivated learners.¹

The success of the method in teaching the soldiers made it used to teach foreign language especially English to foreign students who wanted to study in any academic institutions in The United States. This Army Method, combined with some new ideas about language learning from the Structural Linguistics and Behavioral Psychology, become what is known as the Audio-lingual Method (ALM).

This first version of the method was originally called the Oral Method or the Aural-Oral Approach. Some linguists who advocated the method argued that spoken language must be the primary object of language learning, not written language. Moreover English at that time became the lingua franca in Europe.

The structural linguists view language a set of elements that their parts connected each other forming a language building, as Richards and Rodgers highlight that "language was viewed as a system of structurally related elements for encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentences types". So, language is learnt from the smallest element according to the structural linguists and as the writer has discussed at the beginning of this paragraph the spoken language is the primary subject. The process of learning language based on this method is that students listen to the target language models (aural), students practice the target language with a variety of drills (oral), and the teacher emphasizes to the students to use the target language in the all class time (drill).

William Moulton, as quoted by Richards and Rodgers, views the principle of Audio-lingual Method as bellow:

"Language is speech, not writing....A language is a set of habits....Teach the language, not about the language...A language is what native speakers say, not what someone thinks they ought to say....Languages are different."

From Moulton's statement above, it is clear that the activities in Audio-lingual Method class are all spoken language which is taught and studied orally.

One of ideas that Audio-lingual Method advocates was the idea from psychologists. According to them, some experiments in psychology show that all creatures, including human, are doing something as the response on the stimulus they received. For example, the feeling of hungly is one of stimulus that then be responded by doing something to get such a food to eat. Then their experiment demonstrates that by the use of rewards and punishment, animals can be conditioned to learn some new behavior in response (R) to new stimuli (S) and then this is known as SR-theory. This is the basic behaviorist idea that learning is the result of habit formation. It is concluded that SR-theory of learning are essential for the formation of new habits. Learning is defined as the

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imitation of good or ‘correct’ behavior in responding to positive reinforcement as Mueller highlights in his discussion about learning models that “the Audio-lingual Method, also called the Fundamental Skills method, views language as behavior, and is based on Behaviorist Psychology and Structural Linguistics.”

According to Mueller’s view above, we know that the Audio-lingual Method is the method which views language as behavior. Shortly, language is behavior. Moreover, the theory of Behaviorist Linguist is that people can master such a language if they make it as their behavior or in other word through habit language can be mastered. Simply it can be said, if they practice more they will master the language better.

Meanwhile Brown states:

... behavioristic psychologist advocated conditioning and habit-formation models of learning, which were perfectly married with the mimicry drills and patterns practices of audio-lingual methodology.

As Brown said above and the writer also has discussed, based on the idea of stimulus, response and also conditioning, mimicry and patterns practices are the major activities in Audio-lingual Method. So, one of the major roles of the teacher in Audio-lingual Method is that he must be a model of the target language. The teacher should provide students with a good model of the target language. By listening to the model of the correct target language, students should be able to imitate the model; they should master the pronunciation of the target language as well as they hear from their teacher. Of course, all of these activities can be if the students can follow the teacher. The idea of conditioning can lead students to follow their teacher using the target language. After the teacher gives them stimulus as a model of target language and then the students respond to it using the target language correctly, then the teacher reinforces the

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students' responses, the target language will be students' behavior that will become their habit.

Thus Diane in her book discussing about language learning and teaching argues:

It was thought that the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits required to be target language speakers.6

According to Diane, learning through Audio-lingual Method, students are supposed to be the target language speakers. Students are supposed to over-learn; students learn using the target language without stopping to think before. At this case, learning such a foreign language should be as the same as the acquisition of the native language. Students do not have to memorize rules or grammars in order to use the target language. Students are forced to use the target language communicatively during the class as it is said "the overall goal of the Audio-lingual Method is to create communicative competence in learners"7. Although we know that students have their native language, but using this method their native language is not used. Teacher should use the target language in teaching and learning process and also the students are forbidden using their native language in order that the students' native language does not interfere with the target language.

However, in this method it is thought that the most effective way to do all of these things discussed above is through extensive repetition and variety of drills. The idea is to make the patterns of the language (grammar patterns) absorbed by the students; the rules which are needed in using the target language will be absorbed from examples they repeat through drilling. Then the students can make responses to the target language automatically and it becomes their habit.

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Its central goal is to make learners fit for the fluent oral use of the target language in everyday situations. Reading and writing were considered to be supportive skills only. In quite a few respects the goals and methods of the Audio-lingual Approach are similar to the ones of the Direct Method.  

As we have known above that the main focus of the method is to make students mastering spoken language of the target language. So, listening and speaking are the main subjects in the class. Reading and writing are only as addition or secondary subjects. In this method, teachers are also forbidden to use translations of the meaning of words and grammatical structures, language forms (grammar patterns) must be presented and learnt in spoken language that included in situational contexts that are familiar to the students, so they learn to respond to a given situation using the target language correctly.

Harmer, in his book about English teaching, also explains about Audio-lingual Method:

Using the stimulus-response-reinforcement model, it attempted, through a continuous process of such positive reinforcement, to engender good habits in language learners. Audio-lingualism relied heavily on drills to form these habits; substitution was built into these drills so that, in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill.

According to Harmer, positive reinforcement can help the students to develop correct habit in using the target language. In this stage, the teacher should control the students' behavior in using the target language. The teacher should keep the students responding to his stimulus, using the target language correctly. Harmer also points out that drills used in this method are small steps to shield students from mistakes. It is important for the teacher to prevent students from making mistake even less error using the target language because both of them lead to bad habits. When a mistake or an error occurs, it must be corrected by the teacher immediately. So, the mistake or error will not continue.

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Then it can be followed up by reinforcement so that the correct behavior will become a good habit.

From all explanations above, the writer could conclude that Audio-lingual Method in this paper is an English teaching method which is done through intensive oral drilling and all its types in the all class time activities. This kind of drilling is done based on the principle which Moulton stated at the first of this chapter.

2. **The Characteristics of Audio-lingual Approach**

As we have known from the conclusion of the previous explanation of this chapter, Audio-lingual Method views language as habit. Audio-lingual Method is the theory of learning that is based on the idea of conditioning, building the condition to use the language, through stimulus, response and reinforcement. So, learning and teaching activities are stressed on building correct behaviour using the target language that will lead to good habit in using the target language.

The Audio-lingual Method teaching activities are based on the following principles:

a. Speaking and listening competence preceded reading and writing competence.

b. Use of native language is highly discouraged in the classroom.

c. The development of language skills is a matter of habit formulation.

d. Students practice particular patterns of language through structured dialogue and drill until response is automatic.

e. Structured patterns in language are taught using repetitive drills.

f. The emphasis is on having students produce error free utterances.

g. This method of language learning supports kinaesthetic learning styles.

h. Only everyday vocabularies and sentences are taught. Concrete vocabulary is taught through demonstration, objects, and pictures. Abstract vocabulary is taught through association of ideas.

i. The printed word must be kept away from the second language learner as long as possible.

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10 [http://www.saskschools.ca/curriculum/hutt/esl/am-theory.htm](http://www.saskschools.ca/curriculum/hutt/esl/am-theory.htm), Retrieved on December 27th 2008
From the explanation above, listening and speaking are the first skills even the main subjects that presented in the class. The activities in the class are using the target language as the medium language. Based upon contrastive analyses, the native language (mother tongue) and the target language have different system, so students are drilled in pronunciation the words and sentences of the target language that are most dissimilar to their native language. Students are forced to build their habit using the target language. Students are judged that they are success in their learning when they respond to such a stimuli using the target language automatically. The mistake or error using the target language is avoided as can as possible and using the target language correctly is highly stressed. Vocabularies are limited on daily vocabularies and sentences are taught through demonstration and through activities that can make students active to respond the target language orally, as we know that one of the key principles of the Audio-Lingual Method is that the teacher should provide students with a native-speaker-like model. By listening from the teacher, students are expected to be able to mimic and imitate the model. Grammar is not taught directly by rule memorization, but by examples and then tried through drilling and repetition.

Besides the explanation about classroom activities using Audio-lingual Method above, here is a typical procedure in the class of the Audio-lingual Method11:

a. Students hear a model dialogue.
b. Students repeat each line of the dialogue.
c. Certain key words or phrases may be changed in the dialogue.
d. Key structures from the dialogue serve as the basis for pattern drills of different kinds.
e. The students practice substitutions in the pattern drills.

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As we have known, this method is also called the Aural-Oral Method. This method is stressed on rapid acquisition of listening and speaking skills. If the dialogue presented by the teacher as the model, the students have to imitate line by line of the dialogue to pronounce the target language correctly. Then, to make students understand such a grammar pattern, one of the techniques such substitution will be used. Some words will be changed with another and the teacher will ask some of the students to complete it or even to make a sentence as same as the sample. Through these activities, the Audio-lingual Method drills students in the use of grammatical sentence patterns. As we have known that when this method is developed at first time, it is thought that the way to acquire the sentence patterns of the second language is through conditioning, through substitution drills, through helping learners to respond correctly to stimuli of target language through shaping and reinforcement.

About classroom activities using audio-lingual method, Diane Larsen-Freeman also asserts:

New vocabulary and structural patterns are presented through dialogs. The dialogs are learned through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialog. Students' successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher. Students' reading and written work is based upon the oral work they did earlier.¹²

Brown, as he adopted from Prator and Celce-Murcia, also lists the characteristics of the audio-lingual method as follow:¹³

a. New material is presented in dialog form.
b. There is dependence on mimicry, memorization of set phrase, and over-learning.
c. Structures are sequenced by means of contrastive analysis and taught one at a time.
d. Structural patterns are taught using repetitive drills.

¹² Larsen-Freeman, Techniques and Principles..., p. 45-46.
¹³ Brown, Principles of..., p. 70-71.
e. There is little or no grammatical explanation: Grammar is taught by inductive analogy rather than deductive explanation.

f. Vocabulary is strictly limited and learned in context.

g. There is much use of tapes, language labs, and visual aids.

h. Great importance is attached to pronunciation.

i. Very little use of the mother tongue by teacher is permitted.

j. Successful responses are immediately reinforced.

k. There is a great effort to get students to produce error-free utterances.

l. There is a tendency to manipulate language and disregard content.

Since the purpose of language learning of this method is to learn how to use the target language to communicate, dialog is used in the class. Dialog can be between the teacher and students, and also between students and students. This is to train students in using the target language communicatively. The dialog starts with imitation and repetition. So, the students can follow their teacher who is the model of target language. The dialog which is related to the context will help more because it helps students to know how to use the target language in the context. When the students respond correctly to teacher’s stimulus in using the target language, they are reinforced to lead them to use the target language as their behaviour. After the students can use such a structural pattern orally and correctly, the teacher can let them to use it in such a written work. The important thing in language learning through Audio-lingual Method is how to use the target language to communicate.

We have discussed above, teaching language using Audio-lingual Method will be better if we choose the appropriate picture and dialog. The picture and dialog must be presented communicatively and they must relate the target language to situational context that familiar to the students.

For starting the lesson, for example, the teacher can show the students such a picture and then the teacher asks them what they look at the picture, how many persons or things are in the picture, what the picture tells or shows them, what the people are doing in the picture. After this beginning the teacher can lead the students to dialog.
As we have known from the beginning of this chapter that drill is the main activities in teaching and learning using this method, here are some kinds of drills which are used as the classroom activities of Audio-lingual Method\textsuperscript{14}:

a. Dialog memorization: Students are given a short dialog to memorize then they must imitate and apply role playing to present the dialog. Examples of dialogs that can be used are included in the materials section. The objective of this memorization is as an experiment with language and non-verbal elements (eg. gesture) to achieve an effect for a particular purpose and audience.

b. Backward build up: Teacher provides students with the sentence fragments found in the materials section. Students repeat each part of the sentence and expand backwards through the sentence by adding each part in sequence. The objective of this activity is to get students participating in a variety of shared language experiences.

c. Transformation drill: The teacher provides a question which must be transformed into a statement. An extension of this activity is to get the students able to make a question out of a statement. The objective of this drill is to make students able selecting from word choices and using simple sentence patterns to communicate ideas and information.

d. Complete the dialog: the teacher gets the students to fill in the blanks in the dialogs provided. The proper word must be inserted into the text. This activity is much like a filling in the blank activity. The objective of this exercise is to have students be able making connections between text, knowledge, and personal experiences.

e. Dictation: Teacher can use any piece of literature at the students’ reading level, read the piece aloud several times. The teacher gets the students to write down what they hear. The idea is to write what they have heard as literally as possible. The objective of this dictation is to make students

\textsuperscript{14}http://www.saskschools.ca/curr-content/hutt/esl/almstrat.htm. Retrieved on December 27\textsuperscript{th} 2008
master listening skill to identify the sounds of the target language to determine main ideas and important details from sentences heard.

f. Flashcards: Teacher can use flashcards with words that are relevant to students' life about the word on the card. A new word could be chosen each day. The objective of this activity is that students are able to make connections between text, prior knowledge, and personal experiences.

g. Chain drill: The teacher can use a chain of conversation forms in the classroom as the teacher greets or asks one of the students and that student responds then turns to the next student and greets or asks a question of the second student and the chain continues. The objective of this drill is to get students participating in shared language experiences.

h. The alphabet game: The teacher picks a category or a theme, such as the supermarket. Then the first student says: "I am going to the supermarket. I need a few apples." (The first student names something beginning with A.) The second student says: "I am going to the supermarket. I need a few apples and I need a few bananas". The game continues in this way with each student adds an item beginning with the next letter after repeating the items before their own. The objectives of this game are to make students participating in shared listening experiences. Share ideas and experiences in large and small groups.

The first step should be done by the teacher starting teaching and learning activities in the class using this method, before presenting material, is stimulating and motivating the students. Stimulating and motivating students are very important as Rubin and Thompson point out that if somebody is strongly motivated to study and he has time to do it, it is the best time to begin.15 This stage is very important to lead to the next stage. At this stage, the student must be made ready to study mentally or emotionally. If we do this stage well, the teaching and learning process also will continue well to the next stage.

At this stage the teacher can use: greeting, asking day and date, asking one of the students, asking the newest news, talking nationality and etc. to make the students ready, relax and high motivated to concentrate and pay their attention to the teaching and learning process.

As we have already known from the first that the purpose of the teaching and learning in Audio-lingual Method is to learn how to use the target language to communicate, so appropriate dialog will help very much because the students in this case are not only taught the form of the language but also the function of the language. Harmer highlights “we do not only show students what language means, we also have to show them how it is used”. It also will help us more if we use attractive picture because it is more effective to help students understanding the lesson. Of course the picture also must relate the target language to situational context that familiar to the students.

One of the responsibilities of the teacher is to create and build motivation in the learners, to empower them with the ability and confidence to “learn how to learn” and to develop a responsibility for their own development as well. Students should also be encouraged to make an experiment and develop their ability using a set of language rules, and to absorb through drilling where and how the rules need to be used.

B. Grammar Translation Method

1. The Understanding of Grammar Translation Method

The Grammar Translation Method is the oldest method in teaching language. It was known as Classical Method. Firstly it was used at medieval times in the teaching Latin which was the dominant language between educated and honourable people at that time. This method also used to teach Greek. The process of learning using the method was focused on written texts because it is aimed to make students able to read such a text like Bible, Latin text, and document which all are written.

16 Harmer, The Practice of ..., p.56.
The aim of teaching using the method can be seen from the aims of teaching Latin and Greek, where teaching both of them was obviously not so that learners would be able to speak them but the aims were rather as bellow:\(^\text{17}\):

a. To develop logical thinking.
b. To develop intellectual capacities and to have a generally educational and civilizing effect.
c. To develop, at least in the better learners, an ability to read original texts in the languages concerned.
d. To improve the standard of learners' L1.

From the explanation above, we know that the process of teaching and learning using this method are not aimed to make students able using the language orally but more stressed on comprehension of text.

Because there was no another aim in learning language that made the new method needed, this method was still used in teaching English which become the modern language then, as it is said that “It was thought that the same teaching method to teach Latin could be used to teach other foreign languages such as German, French or English.”\(^\text{18}\)

Stern, as quoted by Richards and Rodgers, also states that the goal of foreign language study in Grammar Translation Method is to learn a language in order to read its literature; studying English is to read English literature. Then he adds that the other aim of GTM is in order to benefit from mental discipline and intellectual development that result from foreign language study\(^\text{19}\).

The grammar translation method instructs students in grammar, and provides vocabulary (list of vocabularies) with direct translations to memorize.

It is typical of this approach, therefore, to place emphasis on the rote memory learning of long lists of bilingual ‘vocabulary equations’, and on


\(^{19}\) Richards and Rodgers, Approaches and Method..., p. 3.
the learning of explicit rules of grammar, frequently in form of tables for the declension and conjugation of nouns and verbs.\textsuperscript{20}

So, from the opinion above we know that rules of grammar, not the language itself, are all important and the main subjects in Grammar Translation Method. Words and sentence forming is set out, with tables, vocabulary lists to be learned, leading to translation from the target language into mother tongue and vice-versa, little or no attention to pronunciation. This method makes the learner to spend a lot of time in understanding the language structure. Grammar and vocabulary (list of vocabularies) are being stressed throughout the learning process. The method focuses on translating grammatical forms, memorizing vocabulary (list of vocabularies), learning rules, and studying conjugations (forming the words). Its focus is on accuracy and not fluency. Emphasis is on form and not on meaning.

Most teachers who use the Grammar Translation Method to teach English will tell their students that the reason for learning the language is to make them able to read English literature and to develop their minds mentally through foreign language learning as we have known from explanations above.

"Some have claimed that aspects of this method are useful in teaching writing".\textsuperscript{21} By mastering such grammar rules and memorizing vocabularies (list of vocabularies), students will be able to comprehend such a text without misinterpreting. Moreover, if the students have mastered all of that and they are able to comprehend and translate the target language into their native language, they will be able to write such a text in the target language correctly. Shortly, they are able to translate their native language into the target language and vice-versa.

The method is very much based on the written texts. The teacher gives complicated explanations of the grammatical details of the target language, and

\textsuperscript{20}http://www2.uniupoertal.de/fb4/anglistik/multhaup/methods_el/t/grammar_translationmethod.htm. Retrieved on December 27\textsuperscript{th} 2008

\textsuperscript{21}http://bogglesworldesl.com/glossary/grammar-translationmethod.htm. Retrieved on December 27\textsuperscript{th} 2008
frequently concentrates on the form of words, accuracy is stressed. Vocabularies are learnt through the lists of frequently isolated words, and the rules of grammar are learnt through putting words together. Students start early to read classical texts, which are treated as exercises in grammatical analysis. The main activities in the class is learning a particular item of grammar, illustrating its use by including the item several times in a text, and practicing to use the item through writing sentences and translating it into the mother tongue. The text is often accompanied by a vocabulary list consisting of new lexical items used in the text together with the mother tongue translation (parallel bilingual words list). Accurate use of language items in the written text is the central in this method.

Richards and Rodgers highlight about GTM as follow:

..., it may be true to say that Grammar Translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory.22

From Richards and Rodgers’ view above we know that there is no theory underlying Grammar Translation Method. It maybe relied on the assumption that language consists of written sentences that consist of individual bricks which is arranged according to grammatical rules. The underlying justification for this method rests upon the belief that what should be taught is not the language itself but the logical thinking.

From all explanation above, the writer concludes that Grammar Translation Method in this paper is an English teaching method which is used by the teacher by doing grammatical rules analysis and giving exercises in translating the target language into students’ native language through parallel bilingual words list. Grammatical rules are presented deductively then continued

22 Richards and Rodgers, Approaches and Method..., p. 4-5.
by some exercises to make sentences based on the grammar items which are taught and some exercises to translate the sentences.

2. The Characteristics of Grammar Translation Method

We have known from the explanation from the sub-chapter before that Grammar Translation Method views that learning foreign language is learning its structure through translation into the first language; through structure such a language must be learn. Students have to study how to comprehend the target language and translate it into their first language. As the method, Grammar Translation Method of course has its principles. Purwamo in his article notes that the main principles, on which the Grammar Translation Method is based, are the following:

a. Translation interprets the words and phrases of the foreign languages in the best possible manner.

b. The phraseology and the idiom of the target language can best be assimilated in the process of interpretation.

c. The structures of the foreign languages are best learnt when compared and contrast with those of mother tongue.

Starting from those principles the method views that mother tongue can not be separated when somebody learns another language. So, the mother tongue as the first language acquisition that someone has can helps him to learn another language. Translating the target language into the students’ language by analysing grammar rules and parallel bilingual word list as media is one of way which can help students study the target language. By studying the structure of the target language and listing vocabularies with their equations (parallel bilingual words list) students can master the target language to comprehend its text.

As the method, Grammar Translation Method has its features. Here are its main features:

a. A careful analysis of the target written language, particularly its grammar.

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b. The Grammar mles are presented and learned clearly.
c. From bilingual word lists, vocabulary is learned.
d. A paramount use of translation exercises.
e. The medium of instruction is mother tongue.
f. Less or no attention is paid to speaking and listening skills.

The language is presented in written language. This is aimed to study language pattern or its grammar. If such a text is read, the main point to be learnt is the structure. So, the text is read (comprehended) and learnt to study its grammar. Then the structure which builds the text from its sentences, builds the sentences from words, is separated to know its component. To know the meaning of the target language is using translation by the mother tongue as the media; vocabularies are listed, translated into mother tongue and memorized. The main focus that this method wants to be reached is that students can master grammar rules and comprehend the text of the target language and translate the target language into mother tongue and vice-versa through parallel bilingual word. There is little or no importance on developing listening and speaking ability.

At such a school, learning process using Grammar translation Method is teaching grammar that consists of training in the rules of a language. Through learning these rules, it is thought that students can express their opinion and analyze the texts which they read. The objective is that by the time they leave their school, they master the tools of the language which are the vocabulary and grammar. They will be able to read, understand (comprehend), and write texts in various contexts. The teaching of grammar through the texts can develop awareness of language structures which can be analyzed. This knowledge is acquired gradually, going from simplest to the most complex. The exercises for the students according to the grammar rules must be more practiced to make an assimilation of the rules. At this stage the duty of the teacher is to correct the exercises. The students can follow their progress in practicing the language by comparing their results. Thus he also can study the grammatical rules little by little by comparing the results of the exercises. This practice makes them
possible to recognize a text as a building of the words and sentences relied on grammar rules and also comprehend the text.

Those are the main features of Grammar Translation Method. Here are also the key features of the Grammar Translation Method according to Prator and Celce-Murcia:

a. Classes are taught in the mother tongue, with little active use of the target language.
b. Much vocabulary is taught in the form of lists of isolated words.
c. Long elaborate explanations of the intricacies of grammar are given.
d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
e. Reading of difficult classical texts is begun early.
f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
h. Little or no attention is given to pronunciation.

In this method, the use of target language is not required. The mother tongue will be the media that use to explain and translate the target language in parallel bilingual word. There is little or no spoken language of the target language in the class. Vocabularies are listed by translation using the native language (parallel bilingual words list). The grammar rules are explained by the teacher using the mother tongue as the media. After the explanation of grammar rules, the teacher gives such an exercise to the students based on the explanation given. All of those activities are begun by reading such a text.

Diane Larsen-Freeman notes expanded descriptions of some typical techniques in class using the Grammar Translation Method. Here are some typical techniques according to Diane Larsen-Freeman:

a. Translation of a Literary Passage (Translating target language to native language).
b. Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience).

26 http://global-english.lefora.com...
As we have discussed above, Grammar Translation Method as its name focuses on mastering the target language rules (grammar) to comprehend the text through translation (parallel bilingual word). The main activities in the class is reading (comprehend) and writing such a text. The mother tongue is used as media in teaching process in the class. Grammar rules are stressed through reading and writing lesson. Filling in the blank based on the text read is one of the exercises which are used to measure students’ understanding on grammar rules. Vocabularies and their meaning (parallel bilingual words list) and grammar rules are memorized and also some examples.

It is clear from above that the purpose of the method is to make students able to analyze grammar of the target written language and comprehend the text. The main focus is how to master the rules of grammar and to comprehend such a text of the target language. When students are able to understand the text grammatically and comprehend the text, students are able to write using correct grammatical rules, and then it is judged that the students have mastered the target language.

C. Present Progressive Tense

1. The Form of Present Progressive Tense

To make a sentence using the Present Progressive Tense we need to know its formula. As it is said that "the Present Progressive Tense is formed by combining the verb to be with the present participle (the present participle is
merely the ‘-ing’ form of a verb.)"\(^{27}\), so the formula of Present Progressive Tense uses the -ing form of a verb.

George E. Wishon and Julia M. Burks, in discussing the form of Present Progressive Tense, state: “the Present Progressive Tense is a construction. It is made up of the auxiliary *be* + the-"\(^{-}\)ing" (present participle) form of the verb."\(^{28}\)

In the same subject, Robert Krohn points out that the Present Progressive Tense is made with a form of *be* and the-"\(^{-}\)ing" form of the main verb.\(^{29}\) So, from their comments we can make the formula of Present Progressive Tense as below:

Subject + Be (am, are, is) + (-Ing Form/Present Participle)

To make an active and a passive sentence we can use these two formulas:\(^{30}\)

- **Active**: S+Be+ **-ing** Form/Present Participle.
  
  Example: Right now, Tom is **writing** the letter.

- **Passive**: S+Be+Being+V3
  
  Example: Right now, the letter is **being written** by Tom.

Here are some formulas and their examples in Present Progressive Tense:

(a) **Affirmative Statements**

To make an affirmative statement, we use the following formula:\(^{31}\):  

Subject + Be (am, are, is) + (-Ing Form/Present Participle)

Example:

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The form of *Be* also can be contracted as below:\(^{32}\):

<table>
<thead>
<tr>
<th>Subject + The Contraction of <em>Be</em></th>
<th><em>-Ing Form/Present Participle</em> (base verb+<em>-ing</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td>Reading</td>
</tr>
<tr>
<td>You’re</td>
<td>Working</td>
</tr>
<tr>
<td>We’re</td>
<td>Watching</td>
</tr>
<tr>
<td>They’re</td>
<td>Studying</td>
</tr>
<tr>
<td>He’s</td>
<td>Sleeping</td>
</tr>
<tr>
<td>She’s</td>
<td>Talking</td>
</tr>
<tr>
<td>It’s</td>
<td>Sleeping</td>
</tr>
</tbody>
</table>

b. Negative Statements

To make negative statement, we put *Not* after the form of *Be*. So, the formula is as below:\(^{33}\):

**Subject + Be (am, are, is) + Not + (-Ing Form/ Present Participle)**

Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th><em>Be + Not</em></th>
<th><em>-Ing Form/P. Participle</em> (base verb+-<em>ing</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am not</td>
<td>Reading</td>
</tr>
</tbody>
</table>

---


<table>
<thead>
<tr>
<th>Subject + Contraction of Be</th>
<th>Not + -ing Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm</td>
<td>not reading at the moment</td>
</tr>
<tr>
<td>You’re</td>
<td>not working Today</td>
</tr>
<tr>
<td>We’re</td>
<td>not watching Television</td>
</tr>
<tr>
<td>They’re</td>
<td>not studying Together</td>
</tr>
<tr>
<td>He’s</td>
<td>not sleeping Now</td>
</tr>
<tr>
<td>She’s</td>
<td>not talking</td>
</tr>
<tr>
<td>It’s</td>
<td>not sleeping Now</td>
</tr>
</tbody>
</table>

c. Interrogative Affirmative

To make an interrogative affirmative, we put the form of *Be* before the Subject. So, the formula is as below:

**Be (am, are, is) + Subject + (-ing Form/Present Participle)**

Example:

<table>
<thead>
<tr>
<th>Form of Be</th>
<th>Subject</th>
<th>-ing Form/Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>Reading at the moment</td>
</tr>
<tr>
<td>Are</td>
<td>you/we/they</td>
<td>Working Today</td>
</tr>
<tr>
<td>Is</td>
<td>He/she/it</td>
<td>Sleeping Now</td>
</tr>
</tbody>
</table>
d. Interrogative Negative

To make an interrogative negative, we put the contraction of *Be + Not* before the subject. So, we can make the formula as below:

**The contraction of *Be + Not* + Subject + (-Ing Form/Present Participle)**

Example:

<table>
<thead>
<tr>
<th>The contraction of <em>Be + Not</em></th>
<th>Subject</th>
<th>-Ing Form/Present Participle (base verb+-ing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aren’t</td>
<td>I</td>
<td>Reading</td>
</tr>
<tr>
<td>Aren’t</td>
<td>you/we/they</td>
<td>Working</td>
</tr>
<tr>
<td>Isn’t</td>
<td>He/she/it</td>
<td>Sleeping</td>
</tr>
</tbody>
</table>

Aren’t I Reading at the moment?
Aren’t you/we/they Working today?
Isn’t He/she/it Sleeping now?

2. Using Adverb and Expression of Place

When we use an adverb in Present Progressive Tense, we can put it at the end of sentence or between *be* and *-ing form*. The examples below show the placement for adverb:

- *You are still watching TV.*
- *She is running quickly.*
- *He is always coming late.*

Also when we use an expression of place with Present Progressive Tense, we can put it at the end of sentence or between the form of *be* and *-ing form*. Here are the examples:

- *Nawwal is watching TV in her room.*
- *Nawwal is in her room watching TV.*

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3. Spelling of –ing and Signal Word

Something must be noticed concerning with the form of Present Progressive Tense is the process of forming present participle or –ing form. Each verb has different form, so changing base form of the verb to present participle will be different each verb.

There are some ways in adding –ing to base form of the verb to form present participle according to Azza and others. Here are they:

a. Silent e (one –e) is dropped before ing (but: ee is not changed).
   Example: come - coming
   Double –e: add –ing.
   Example: see – he is seeing

b. Final consonant after short, stressed vowel is doubled
   Example: sit – sitting
   If the consonant is not stressed, we do not double it.
   Example: benefit - benefiting (Here we stress the first ‘e’, not the ‘i’.)

c. Final consonant l after vowel is always doubled (in British English)
   Example: travel - travelling (British English)
   Travel - traveling (American English).

d. Verbs ending in ie becomes y before -ing. Example: Lie – lying

e. Verbs ending in y, it is kept. Example: try – trying.

f. Verbs ending in –c. Change ‘c’ to ‘ck’. Example: picnic - picnicking

In using Present Progressive Tense we often also use the signal words. The signal words tell us what tense we have to use. It is said that “in the Present

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38 Azar, Understanding and... , p.9.
40 http://www.ego4u.com...
Progressive, these words (signal words) are used in situations which happen at the time of speaking."^{44}

Here are some signal words that used in Present Progressive Tense^{45}: now, at the moment, at this moment, today, right now, look! listen!

When we hear or read such a sentence use these signal words we will directly recognize that the sentence used is Present Progressive as we have known that the signal words tell us what tense we have to use. It is also needed to be known that Present Progressive is also known as Present Continuous.^{46}

4. The Use of Present Progressive Tense

The Present Progressive is generally used for actions that are actively ongoing at the time of speaking, and does not focus on the larger time-scale. For example, the sentence “Ahmad is playing tennis when Rahma calls him” indicates *what Ahmad is doing when Rahma calls him*, but does not indicate for how long Ahmad plays, nor how often he plays.

The Present Progressive puts emphasis on the course or duration of an action. The Present Progressive is used for actions going on in the moment of speaking and for actions taking place only for a short period of time. It is also used to express development and actions that are arranged for the near future.^{47}

In English, the word “now” that usually use in Present Progressive Tense can mean: *this second, today, this month, this year, this century*, and so on. Sometimes, we use the Present Progressive to say that we are in the process of doing; however, we may be not doing it at the exact second.

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^{44} http://www.englisch-hilfen.de...
^{46} http://www.ego4u.com...
^{47} http://www.ego4u.com...
To make it clear we can see the following picture:

![Diagram of time progression]

As one of the tense that use in such a sentence which has certain meaning, the Present Progressive Tense has its main use. Alice Oshima and Ann Hogue point out about the use of Present Progressive Tense as below: "the Present Progressive Tense is a verb tense used to describe actions that are actually taking place at the present time but that are temporary." 48

Azzar, in discussing the use of Present Progressive Tense, argues: "the Present Progressive expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future." 49

According to Azzar, the Present Progressive Tense is a sentence that is used to express such an activity in progress at the moment of speaking. Then we also can compare this idea to the other experts about the main use of Present Progressive tense. George E. Wishon and Julia M. Burks state:

The Present Continuous Tense expresses an activity in progress at the moment of speaking. The action usually has the duration as long as the concept of now in the context in which it is being used. This maybe a period of time which is as short as a few seconds or as long as several months or even years. 50

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49 Azzar, *Understanding and...,* p.11.
50 Wishon and Burks, *Let's Write English...,* P.194.
According to their opinions, we can conclude from all of them that the main use of Present Progressive Tense is to express an action that in progress at the moment of speaking.

Here are some uses of Present Progressive Tense:

a. Actions which are happening at the moment of speaking/now. Example: 
   Dery is reading a book now.

b. Fixed plan which is in the near future. Example: She is going to Bandung on Saturday.

c. Temporary actions or general nature activities which are happening around now and not necessarily this very moment or actions taking place only for a limited period of time. Example: His father is working in Jakarta this month.

d. Actions which are happening around the moment of speaking (longer actions). Example: My friend is preparing for his exams.

e. Trends. Example: More and more people are using their computers to listen to music.

f. Repeated actions which are irritating to the speaker (with always, constantly, and forever between “be” and “verb+ing”). The meaning is like Simple Present, but with negative emotion. Example: Andrew is always coming late.

g. Showing that something is not happening now (by adding not). Examples: You are not swimming now.

h. Development or changing situations. Example: The population of Indonesia is rising very fast.

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53 Azzar, Understanding and..., p.11.
57 http://www.englishpage.com...
5. Non-Progressive Verb

As we have known above that Present Progressive Tense uses present participle (-ing form of the verb), but not all verbs are can be changed into this form. There are some verbs that cannot be changed into -ing form which are called *non-progressive* verbs. These verbs are usually only used in Simple Present not in the Present Progressive. Here are verbs which are normally not used in the Present Progressive according to Azzar:

- **Mental state:** know, believe, imagine, want, realize, feel, doubt, need, understand, suppose, remember, prefer, recognize, think, forget, mean.

  Example: *I believe in God.*

- **Emotional State:** love, hate, fear, mind, like, dislike, envy, care, appreciate.

  Example: *I love my father.*

- **Possession:** posses, have, own, and belong.

  Example: *I have a motorcycle.*

- **Sense Perception:** taste, hear, see, smell, and feel.

  Example: *He feels the cold.*

- **Other Existing States:** seem, cost, be, consist of, look, owe, exist, contain, appear, weigh, and include.

  Example: *You look so cool.*

Then Azzar explains about some exceptions for the verbs that can be used both in non-progressive and progressive form with different meaning.
From all opinions above, it is clear that not all verbs can be used as progressive verb, there are some verbs that can not be which are called non-progressive verbs. It is right that some of these verbs can be progressive form but it is rare and of course they have different meaning (they mean existing state in non-progressive form and mean an activity in progress in progressive form).
CHAPTER III
THE IMPLEMENTATION OF THE RESEARCH

A. The Methodology of the Research

1. The Objective of the Research

The objective of the research is to know the effectiveness of using Audio-lingual Method in teaching Present Progressive Tense; to find out whether or not there are any significant different results between students’ learning achievement of experiment class and controlled class which used two different methods. Audio-lingual Method was used in experiment class and Grammar Translation Method was used in controlled class.

2. Place and Time of the Research

The research was held at Yayasan Pendidikan Islam Pondok Pesantren Al Qur'aniyyah, Sekolah Menengah Pertama Islam Terpadu (SMP IT) Al Qur'aniyyah which is located on Jl. Panti Asuhan, Ceger, RT 003/012 No.6, Jurangmangu Timur, Pondok Aren, Tangerang Selatan, Banten, from 4th – 26th of March 2009.

3. The Population of the Research

The population of the research was 27 students of second grade of Sekolah Menengah Pertama Islam Terpadu (SMP IT) Al Qur’aniyyah from one class, but only 22 students who joined pre-test and 5 of them were absent, so the writer only took 22 students as the population. Then the writer divided this population into two classes, there were 11 students from experiment class and 11 students from controlled class.

4. The Procedures of the Research

To do the research, the writer used the following procedures:

a. Asking permission to the headmaster and teacher of English to do the research.
b. Implementing the pre-test on 4th of March, 2009 for experiment class and on 5th of March, 2009 for controlled class.

c. Implementing the experiment by teaching in two different classes using two different methods from 7th to 21st of March, 2009. The teaching process in both two classes was done in three meetings for each class and it was arranged systematically in a lesson plan (see appendix).

d. Implementing the post-test on 25th of March, 2009 for experiment class and on 26th of March, 2009 for controlled class.

e. Analyzing the data.

5. The Instrument of the Research

The instrument of the research was pre-test and post-test. The test measured students’ understanding about the use of Present Progressive Tense.

The other structures such as Simple Present Tense and Simple Past Tense which have been taught previously by their teacher were also included in the questions in order to test students’ understanding in using those structures compared to students’ understanding in using the Present Progressive Tense (see appendix).

6. The Techniques of Data Collecting

To collect the data in the research, the writer used pre-test and post-test. The pre-test was held before the experiment to know students’ homogeneity and post-test was held after the experiment to know students’ learning achievement. Then the writer compared the result of pre-test and post-test of both two classes.

7. The Techniques of Data Analysis

Data analysis was the last step of the research which was done as one of the procedures of experiment; in this case, it was processing the data gained from the experiment. Data processing was the step which was aimed to know students’ learning achievement of both experiment class and controlled class, and also to find out which method is more effective in this research.
To find out all of that, after implementing pre-test and experiment, the writer administered post test to the classes at the end of the experiment and compared the test result using \textit{T-test} formula.

The formula, which was used in the research, is bellow\textsuperscript{1}:

\[
M_{D1} - M_{D2}
\]

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

\(M_{D1}\) : 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

\[\]

\[\]

**B. The Findings of the Research**

1. The Description of Data

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

<table>
<thead>
<tr>
<th>Students</th>
<th>Experiment Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52.5</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>62.5</td>
<td>67.5</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>47.5</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>47.5</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>55</td>
<td>67.5</td>
</tr>
</tbody>
</table>

a. The formula to determine Mean of Pre-test Score of Experiment Class is:

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

\[ = \frac{580}{11} \]

\[ = 52.73 \]

b. The formula to determine Mean of Pre-test Score of Controlled Class is:

\[ M_{x2} = \frac{\sum x}{N} \]

\[ = \frac{570}{11} \]

\[ = 51.81 \]

<table>
<thead>
<tr>
<th>Students</th>
<th>Experiment Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>67.5</td>
</tr>
<tr>
<td>3</td>
<td>52.5</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>57.5</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>57.5</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>62.5</td>
</tr>
</tbody>
</table>

Table 2
The Post-Test Score of the Experiment and Controlled Class
The formula to determine Mean of Post-test Score of Experiment Class is:

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

\[= \frac{695}{11}\]

\[= 63.18\]

The formula to determine Mean of Post-test Score of Controlled Class is:

\[M_{y2} = \frac{\sum y}{N}\]

\[= \frac{660}{11}\]

\[= 60\]

### Table 3

The Calculation of the Test Score of the Experiment Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test (x)</th>
<th>Post-test (y)</th>
<th>(D = x - y)</th>
<th>(D^2 = (x - y)^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52.5</td>
<td>70</td>
<td>-17.5</td>
<td>306.25</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>52.5</td>
<td>12.5</td>
<td>156.25</td>
</tr>
<tr>
<td>4</td>
<td>62.5</td>
<td>57.5</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>70</td>
<td>90</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>57.5</td>
<td>-12.5</td>
<td>156.25</td>
</tr>
<tr>
<td>7</td>
<td>40</td>
<td>60</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>8</td>
<td>55</td>
<td>55</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>50</td>
<td>70</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>70</td>
<td>-25</td>
<td>625</td>
</tr>
<tr>
<td>Students</td>
<td>Pre-test (x)</td>
<td>Post-test (y)</td>
<td>D = x - y</td>
<td>D^2 = (x-y)^2</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>1</td>
<td>45</td>
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<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>67.5</td>
<td>-17.5</td>
<td>306.25</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>60</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>47.5</td>
<td>65</td>
<td>-17.5</td>
<td>306.25</td>
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<tr>
<td>6</td>
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<td>7</td>
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<td>9</td>
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<td>306.25</td>
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<tr>
<td>10</td>
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<td>56.25</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>67.5</td>
<td>-12.5</td>
<td>156.25</td>
</tr>
</tbody>
</table>

\[ \sum D = -90 \quad \sum D^2 = 1950 \]

2. The Analysis of Data

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

a. To determine Mean of Difference of Experiment Class the writer used this formula:

\[ M_{Dj} = \frac{\sum D}{N} \]

\[ = \frac{115}{11} \]

\[ = 10.45 \]
b. To determine Mean of Difference of Controlled Class the writer used this formula:

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

\[ = \frac{90}{11} \]

\[ = 8.18 \]

c. To determine Deviation Standard of Difference of Experiment Class the writer used this formula:

\[ SD_{D1} = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{2625}{11} - \left(\frac{-115}{11}\right)^2} \]

\[ = \sqrt{238.64 - (-10.45)^2} \]

\[ = \sqrt{238.64 - 109.20} \]

\[ = \sqrt{129.44} \]

\[ = 11.38 \]

d. To determine Deviation Standard of Difference of Controlled Class the writer used this formula:

\[ SD_{D2} = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{1950}{11} - \left(\frac{-90}{11}\right)^2} \]

\[ = \sqrt{177.27 - (-8.18)^2} \]

\[ = \sqrt{177.27 - 66.91} \]

\[ = \sqrt{110.36} \]

\[ = 10.51 \]

e. To determine Standard Error from Mean of Difference of Experiment Class the writer used this formula:
SE_{MD1} = \frac{SD_{D1}}{\sqrt{N-1}}
= \frac{11.38}{\sqrt{11-1}}
= \frac{11.38}{\sqrt{10}}
= \frac{11.38}{3.16}
= 3.60

f. To determine Standard Error from Mean of Difference of Controlled Class the writer used this formula:

SE_{MD2} = \frac{SD_{D2}}{\sqrt{N-1}}
= \frac{10.51}{\sqrt{11-1}}
= \frac{10.51}{\sqrt{10}}
= \frac{10.51}{3.16}
= 3.33

g. To determine t-observation (t₀) the writer used this formula:

\begin{align*}
T &= \frac{M_{D1} - M_{D2}}{SE_{MD1} - SE_{MD2}} \\
&= \frac{10.45 - 8.18}{3.60 - 3.33} \\
&= \frac{2.27}{0.27} \\
&= 8.40
\end{align*}

T-observation (t₀) = 8.40

h. To determine t-table (t₀) in significance level 5% with degree of freedom (df) the writer used this formula:
\[ \text{df} = (N1 + N1) - 2 \\
\quad = (11 + 11) - 2 \\
\quad = 22 - 2 \\
\quad = 20 \]

The degree of freedom (df) = 20

T-table with degree of freedom 20 at significance level 5% = 2.09 (see appendix page 74). The result is as follows: \( t_o > t_t = 8.40 > 2.09 \)

3. The Test of Hypothesis

Before the research is done, the writer made a hypothesis about the research. The hypothesis is:

"Teaching present progressive using Audio-lingual Method is more effective than teaching it using Grammar translation Method."

After calculating the data, the writer tested his hypothesis based on the statistic 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 significance between the teaching of Present Progressive 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 significance difference between the teaching of Present Progressive Tense using Audio Lingual Method and using grammar Translation Method.

4. The Interpretation of Data

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

\( t_o > t_t = 8.40 > 2.09 \) is in significance level of 5%

Thus, \( t_o \) is higher than \( t_t \). It is because \( t_o \) is 8.40 and \( t_t \) is 2.09.

The result of statistic calculation indicates that \( t_o > t_t \) in 5% significance level. It means there is obvious difference between the average score from the results of teaching the Present Progressive Tense in Experiment and Controlled Class.
Based on the analysis on the results in the table above, it can be inferred that teaching Present Progressive 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
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data that have been collected from the test of hypothesis and data analysis, the writer concludes that teaching Present Continuous Tense using Audio-Lingual Method is more effective than teaching it using Grammar Translation Method. It is because that the result of $t_o$ (t-observation) is higher than $t_r$ (t-observation) where the degree of freedom (df) is 20. As the writer has discussed before, in this analysis he used the degree of significance 5%. Therefore, in degree of significance 5%, the result of $t_o$ is 8.40 and the result of $t_r$ is 2.09. It means that the Null Hypothesis (H₀) is rejected and the Alternative Hypothesis (Hₐ) is accepted. In the other word, there is significance different result in teaching Present Continuous Tense using Audio-Lingual Method than using Grammar Translation Method as the writer has concluded before.

B. Suggestions

There are some suggestions that can be given in relation to the writer’s conclusion of his research. The suggestions which are as follows:

1. The teachers of English should use communicative approach in English Teaching.
2. It is necessary for teachers of English to improve their knowledge of English language and their methods of English language teaching.
3. The teachers of English should be creative in developing the teaching learning activities in classroom to make the class alive and to make students participate in teaching and learning process.
4. The teachers of English ought to give the students opportunities to be active in learning process.
5. Real life of material is needed in the presentation of the lesson to help students understanding the lesson.
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Arikunto, Suharsini. Prof. Dr., Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi), Jakarta: Bumi Aksara, 2002


APPENDIXES

THE DISTRIBUTION OF THE QUESTIONS OF THE TEST TYPE

<table>
<thead>
<tr>
<th>No</th>
<th>Type</th>
<th>Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Simple Present Tense</td>
<td>1, 2, 11, 12, 21, 22, 31, 32</td>
</tr>
<tr>
<td>3</td>
<td>Simple Past Tense</td>
<td>6, 7, 16, 17, 26, 27, 36, 37</td>
</tr>
</tbody>
</table>
THE INSTRUMENT OF RESEARCH
Pre-Test and Post-Test Questions

I. Choose a, b, c or d by putting the cross (x) on the answer sheet!

1. Ari : What do you do every Sunday, Ari?
   Andika : I usually ... football with my friends.
   a. play           b. played       c. plays       d. am playing

2. I always ... at 5 o’clock every morning.
   a. got up     b. get up       c. gets up     d. am getting up

3. Linda is on the stage now. She....a song.
   a. is singing  b. sing         c. sang      d. sings

4. Look! Our friends are in the yard, they....football.
   a. plays       b. are playing  c. played     d. play

5. Now, listen to the radio! The broadcaster ... the news for the listeners.
   a. read        b. reads        c. is reading d. are reading

6. Yesterday, Jamal and his family ... to Bandung.
   a. went        b. go           c. goes       d. are going

7. Last night, Mr. Haris ... me about the tragedy.
   a. talk to     b. talked to    c. talks to   d. is talking to

8. Look at them, they ... on the beach.
   a. are sunbathing b. sunbathes c. sunbathed d. sunbath

9. The students are in the classroom now, they....about national economic.
   a. discusses    b. are discussing c. discussed d. discuss

10. Mr. Udin, our teacher, is in front of the class at the moment. He....the lesson.
    a. explained    b. explains     c. is explaining d. explain

11. Some times I ... some difficulties on the lesson.
    a. found       b. find          c. finds      d. am finding

12. I often ... a novel for pleasure.
    a. am reading  b. reads         c. read       d. are reading

13. Mr Riski is very busy this week. He ... for his final exam.
    a. prepared    b. prepares      c. is preparing d. prepare

    Ruli : I’am doing my homework.
    a. do you do   b. are you doing  c. did you do     d. have you done

15. Doni and Jodi in my room at the moment. They.....chess.
    a. are playing b. plays         c. played      d. play

16. Last night, my mother ... to prepare more for the exam.
    a. tell me     b. told me       c. tells me    d. is telling me

17. Last month, Nirina ... to sing at a wedding party.
    a. refused     b. refuses       c. refuse     d. is refusing

18. Desi and mother are in the kitchen at this moment. They ... for lunch.
    a. cooked      b. cooks         c. are cooking d. cook
19. Look at the boy in the middle of the yard! He .... the kite.
   a. plays        b. is playing       c. played       d. play
20. Arja : Syam, how long must I wait you? Come on, we have no more time.
   Irsyam : Please, be patient Arja. I ... a bath, wait for a while.
   a. am taking    b. takes            c. took         d. take
21. Yani seldom ... his homework.
   a. does        b. do               c. did          d. is doing
22. Yolanda never ... early night in the holiday.
   a. sleep       b. slept            c. sleeps       d. is sleeping
23. Listen! The bell ..., it is time to rest.
   a. rings       b. is ringing       c. rang         d. ring
24. Today is monday, all of the teachers and students are in the yard now, they ... the ceremony.
   a. joined      b. joins            c. are joining   d. join
25. Rahma : Where is your cat, Catty?
   Catty : Look at the chair! It ....
   a. is sleeping  b. sleeps           c. slept        d. sleep
26. When I was child, if I ... a problem, I talked to my mother.
   a. have        b. had              c. has          d. am having
27. Last night, she ... to solve my problem.
   a. advice      b. advices          c. advised      d. is advising
28. Radja : What is Anton talking about, does he talk to himself, Randy?
   Randy : Look! He is sleeping. I think he ...
   a. dreamed.    b. dreams.          c. is dreaming.  d. dream.
29. Jojo : Hi Risma! What is that on your hand?
   Risma : Hi Jojo! This is a camera, I.... pictures, the scenery is beautiful.
   a. takes       b. am taking        c. took         d. take
30. Radimas : Radika, what is that on your ears?
   Radika : Oh..., it is earphone. I....music on my music player.
   a. am listening b. listens          c. listened     d. listen
31. Halimi and Fahmi always ... their tasks.
   a. wrote       b. writes           c. write        d. are writing
32. Ujang usually ... his grandparents every Lebaran day.
   a. visits      b. visit            c. visiting     d. visited
33. Abdel : What is going on, Adit? The class is very noisy.
   Adit : Today is English lesson, the conversation is on going. The students.....
   a. are debating b. debates          c. debated      d. debate
34. The butcher is very busy now, he....the meat.
   a. cuts        b. cut              c. is cutting    d. was' cutting
35. Look! The shopkeeper ... the customers.
   a. serves      b. is serving       c. served       d. serve
36. Last week, our teacher .... to us about the job.
   a. explain     b. explains          c. explained    d. is explaining
37. 3 years ago, Ali, one of my friends ... to another city and ... me as his old friend.
   a. move/leave  b. moved/leaved     c. moves/leaves d. is moving/is leaving
38. Adul : What is your plan for your next holiday, Dul?
   Komeng : I ... to Bali with my family.
   a. went  b. go  c. am going  d. goes

39. Gita : Look! What is Yuli doing, Sar? She is standing among the children.
   Nasar : I think she ... the story and the children ... to her story.
   a. is telling/are listening  b. tells/listen  c. is telling/listen  d. told/listened

   Ade : I ... a letter to my mother.
   a. writes  b. am writing  c. wrote  d. write

Good Luck!!!
### THE RESULT OF EXPERIMENT CLASS
**WITH AUDIO-LINGUAL METHOD**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Ahmad Reza</td>
<td>52.5</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Dadang</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Dede Bahituar Rizal Riafi</td>
<td>65</td>
<td>52.5</td>
</tr>
<tr>
<td>4</td>
<td>Habibah Awaliyah</td>
<td>62.5</td>
<td>57.5</td>
</tr>
<tr>
<td>5</td>
<td>Naufal Naufda Faqih</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>Nizar Khoiril Anam</td>
<td>45</td>
<td>57.5</td>
</tr>
<tr>
<td>7</td>
<td>Nur Cholilah</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Rismawati</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>Rizki Mukhtiyyaz</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>Siti Maemunah</td>
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<tr>
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<td>Siti Rohmah</td>
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<td>52.5</td>
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### THE RESULT OF CONTROLLED CLASS
**WITH GRAMMAR TRANSLATION METHOD**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
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<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Maulana</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Deviani Ulfiah</td>
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<td>Johan</td>
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</tr>
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<td>Sella Monika</td>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP IT AL-QUR' ANIYYAH
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Ganjil

B. Standar Kompetensi

a. Mendengarkan
   Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

b. Berbicara
   Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

c. Membaca
   Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

d. Menulis
   Mengungkapkan makna dalam teks fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

C. Kompetensi Dasar

a. Mendengarkan
   Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan yang terdekat yang melibatkan tindak tutu; menyapa orang yang belum / sudah dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang.
b. Berbicara
Mengungkapkan makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari yang melibatkan tidak tutur; meminta dan memberi kepastian dan mengungkapkan dan menanggapi keraguan.

c. Membaca
Membaca nyaring bermakna kata, frase dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

d. Menulis
Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

D. Indikator

a. Mendengarkan

4. Merespon ungkapan-ungkapan:
   ➢ Sapaan orang yang sudah / belum dikenal
   ➢ Perkenalan diri sendiri / orang lain
   ➢ Perintah / larangan

b. Berbicara

4. Mengungkapkan berbagai tindak tutur:
   ➢ Menyapa orang yang sudah / belum dikenal
   ➢ Memperkenalkan diri sendiri / orang lain
   ➢ Memerintah / melarang

c. Membaca

   ➢ Melafalkan kata, frasa, dan kalimat yang benar dan baik
   ➢ Membaca kata, frasa, dan kalimat dengan intonasi yang benar
   ➢ Membaca nyaring dengan benar dan baik

d. Menulis

   ➢ Melengkapi teks fungsional pendek
➢ Menyusun kata / urutan kata menjadi kalimat yang padu
➢ Menulis teks fungsional pendek

E. Alokasi Waktu : 6 X 40 menit (3 X pertemuan)

F. Tujuan Pembelajaran:

1. Kognitif
   a. Mendengarkan:
      ➢ Siswa dapat mendengarkan sapaan orang lain yang sudah / belum dikenal
      ➢ Siswa dapat mendengarkan Perkenalan diri sendiri / orang lain
      ➢ Siswa dapat mendengarkan Perintah / larangan
   b. Berbicara:
      ➢ Siswa dapat menyapa orang lain yang belum / sudah dikenal
      ➢ Siswa dapat memperkenalkan diri sendiri / orang lain
      ➢ Siswa dapat memerintah / melarang
   c. Membaca
      ➢ Siswa dapat melafalkan kata, frasa, dan kalimat yang baik dan benar
      ➢ Siswa dapat membaca kata, frasa dan kalimat dengan intonasi yang baik dan benar
      ➢ Siswa dapat membaca nyaring dengan baik dan benar
   d. Menulis
      ➢ Siswa dapat melengkap teks fungsional pendek
      ➢ Siswa dapat menyusun kata / urutan kata menjadi kalimat yang padu
      ➢ Siswa dapat menulis teks fungsional pendek

2. Afektif
   a. Mendengarkan
      ➢ Siswa diharapkan mau bersikap mendengarkan sapaan orang yang belum / sudah dikenal
      ➢ Siswa diharapkan mau bersikap mendengarkan perkenalan diri sendiri / orang lain
      ➢ Siswa diharapkan mau bersikap mendengarka perintah / larangan
b. Berbicara
   ➢ Siswa diharapkan mau menyapa orang yang belum / sudah dikenal
   ➢ Siswa diharapkan mau memperkenalkan diri sendiri / orang lain
   ➢ Siswa diharapkan mau bersikap memerintah / melarang

c. Membaca
   ➢ Siswa diharapkan mau melafalkan kata, frasa, dan kalimat dengan baik dan benar
   ➢ Siswa diharapkan mau membaca kata, frasa, dan kalimat dengan intonasi yang benar
   ➢ Siswa diharapkan mau membaca nyaring dengan baik dan benar

d. Menulis
   ➢ Siswa diharapkan mau melengkapi teks fungsional
   ➢ Siswa diharapkan mau menyusun kata / urutan kata menjadi kalimat yang padu
   ➢ Siswa diharapkan mau menulis teks fungsional pendek

3. Psikomotorik
   a. Mendengarkan
      ➢ Siswa diharapkan mempunyai keterampilan mendengarkan sapaan yang sudah / belum dikenal
      ➢ Siswa diharapkan mempunyai keterampilan mendengarkan perkenalan diri sendiri / orang lain
      ➢ Siswa diharapkan mempunyai keterampilan mendengarkan perintah / larangan
   b. Berbicara
      ➢ Siswa diharapkan mempunyai keterampilan menyapa orang lain yang belum / sudah dikenal
      ➢ Siswa diharapkan mempunyai keterampilan memperkenalkan diri sendiri / orang lain
      ➢ Siswa diharapkan mempunyai keterampilan memerintah / melarang
c. Membaca

➢ Siswa diharapkan mempunyai keterampilan melafalkan kata, frasa, dan kalimat dengan baik dan benar
➢ Siswa diharapkan mempunyai keterampilan membaca kata, frasa, dan kalimat dengan intonasi dengan benar
➢ Siswa diharapkan mempunyai keterampilan membaca nyaring dengan baik dan benar

d. Menulis

➢ Siswa diharapkan mempunyai keterampilan melengkapi teks fungsional pendek
➢ Siswa diharapkan mempunyai keterampilan menyusun kata / urutan kata menjadi kalimat padu
➢ Siswa diharapkan mempunyai keterampilan menulis teks fungsional pendek

G. Materi Pelajaran

1. Melafalkan kalimat dalam bentuk Present Continuous Tense secara berkelompok dan individual.
   “Andi is reading a book”
   “Rina and Riski are talking about their lesson”
   “Jihan is listening music from her music player”

   “I am watching TV”
   ”Lisa is doing her homework”
   “The cat is sleeping on the chair”

   “Now, I’m in the class room. I and my friends, all of the students, are listening to the teacher. He is explaining us about the lesson”
4. Melafalkan kalimat dalam bentuk Present Continuous Tense berupa pertanyaan, kalimat negative, secara berkelompok dan individu.
   
   "What is Andi doing?"
   "Is he reading or doing his homework?"
   "He is not reading but he is doing his homework."

5. Membuat dan Melafalkan kalimat sederhana berupa pertanyaan, kalimat negative dalam bentuk Present Continuous tense.
   
   "What are you doing, Sir?"
   "You are not reading"

6. Menjawab pertanyaan (what...?) dan Yes/No question dalam bentuk Present Progressive Tense.

7. Melafalkan dan membuat kalimat Present Progressive Tense be going to.
   
   "I am going to go to Bali next month."

   
   "She is always throwing rubbish on the floor."

9. Menggunakan be going to, always, adverb dan expression of place pada kalimat Present Progressive Tense secara akurat dan tepat.

   "I am going to go to Lampung next week."
   "She is always knocking the door when I am sleeping."
   "The students are still discussing in the speaking class."
   "Arja is watching TV in his room."

H. Kegiatan Belajar Mengajar (KBM)

1. Pendekatan dan Metode
   a) Approach/Method : Audio Lingual Method

2. Langkah-langkah
   a) Pembukaan : Salam, sapaan, pemberian motivasi, membuka dialog.
   b) Kegiatan Inti :
      - melafalkan kalimat dalam bentuk Present Progressive Tense secara individual dan bersama
menguji siswa membuat dan melafalkan kalimatnya sendiri dalam bentuk Present Progressive Tense
- Ujian kalimat berantai (Chain Drill). Berkisah singkat dengan Present Progressive Tense.
- Membuka dialog dengan picture dan bertanya what is the man doing? siswa mengulang pertanyaan.
- Siswa menjawab pertanyaan baik individu maupun chorale.
- Siswa membuat pertanyaan sendiri dari gambar.
- Siswa membuat jawaban secara positive dan negative.
- Pengujiian siswa dengan transformation drill mengubah kalimat ke bentuk question dan negative.
- Melafalkan kalimat Present Progressive Tense dengan be goin to dan always indiwu dan bersama.
- Menguji siswa dengan what are going to do...? What is annoying you?.
- Penggunaan Flashcards menguji kemampuan siswa membuat kalimat dengan keterangan.
- Resume dan bertanya kesulitan siswa.

c) Penutup : Pemberian tugas homework, pengabsenan and salam.

I. Alat / Sumber Belajar :
➢ The Bridge English Competence for SMP Grade VII Penerbit Yudhistira

J. Evaluasi :

a. Teknik Penilaian : Test Lisan.

b. Alat Penilaian : Repeat after me!

"Andi is reading a book"
"Rina and Riski are talking about their lesson"
"Jihan is listening music from her music player"
"What is Andi doing?"
"Is he reading or doing his homework?"
"Riski, can you tell us what is Mr. Amin doing now?"
"I am going to go to Lampung next week."
“She is always knocking the door when I am sleeping.”

"The students are still discussing in the speaking class."

“Arja is watching TV in his room.”

Catatan Kepala Sekolah

1. .............................................................................................................
2. .............................................................................................................
3. .............................................................................................................

Mengetahui,
Kepala SMP II Al Qur’aniyyah
H. Narim Rahmat, SQ. S.Ag.

Pondok Aren, Maret 2009
Guru Mata Pelajaran
Nanang Kurnia
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP IT AL-QUR'ANIYYAH
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / Ganjil

B. Standar Kompetensi

a. Mendengarkan
Mendengarkan dengan memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

b. Berbicara
Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

c. Membaca
Membaca dengan memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

d. Menulis
Mengungkapkan makna dalam teks fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

C. Kompetensi Dasar

a. Mendengarkan
Merespon makna dalam percakapan transaksional dan interpersonal yang menggunakan ragam bahasa secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan yang terdekat yang melibatkan tindak tutu; menyapa orang yang belum / sudah dikenal, memperkenalkan diri sendiri / orang lain, dan memerintah atau melarang.
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c. Membaca
Membaca nyaring bermakna kata, frasa dan kalimat dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan terdekat.

d. Menulis
Mengungkapkan makna gagasan dalam teks lisan fungsional pendek sangat sederhana dengan menggunakan ragam bahasa secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat.

D. Indikator
a. Mendengarkan
   ➢ Merespon ungkapan-ungkapan:
     ➢ Sapaan orang yang sudah / belum dikenal
     ➢ Perkenalan diri sendiri / orang lain
     ➢ Perintah / larangan

b. Berbicara
   ➢ Mengungkapkan berbagai tindak tutur:
     ➢ Menyapa orang yang sudah / belum dikenal
     ➢ Memperkenalkan diri sendiri / orang lain
     ➢ Memerintah / melarang

c. Membaca
   ➢ Melafalkan kata, frasa, dan kalimat yang benar dan baik
   ➢ Membaca kata, frasa, dan kalimat dengan intonasi yang benar
   ➢ Membaca nyaring dengan benar dan baik

d. Menulis
   ➢ Melengkapi teks fungsional pendek
Menyusun kata / urutan kata menjadi kalimat yang padu
Menulis teks fungsional pendek

E. Alokasi Waktu : 6 X 40 menit (3 X pertemuan)

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   a. Mendengarkan:
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      ➢ Siswa dapat mendengarkan Perkenalan diri sendiri / orang lain
      ➢ Siswa dapat mendengarkan Perintah / larangan
   b. Berbicara:
      ➢ Siswa dapat menyapa orang lain yang belum / sudah dikenal
      ➢ Siswa dapat memperkenalkan diri sendiri / orang lain
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      ➢ Siswa dapat membaca nyaring dengan baik dan benar
   d. Menulis
      ➢ Siswa dapat melengkapi teks fungsional pendek
      ➢ Siswa dapat menyusun kata / urutan kata menjadi kalimat yang padu
      ➢ Siswa dapat menulis teks fungsional pendek

2. Afektif
   a. Mendengarkan
      ➢ Siswa diharapkan mau bersikap mendengarkan sapaan orang yang belum / sudah dikenal
      ➢ Siswa diharapkan mau bersikap mendengarkan perkenalan diri sendiri / orang lain
      ➢ Siswa diharapkan mau bersikap mendengarka perintah / larangan
b. Berbicara
- Siswa diharapkan mau menyapa orang yang belum / sudah dikenal
- Siswa diharapkan mau memperkenalkan diri sendiri / orang lain
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c. Membaca
- Siswa diharapkan mau melafalkan kata, frasa, dan kalimat dengan baik dan benar
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d. Menulis
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- Siswa diharapkan mau menyusun kata / urutan kata menjadi kalimat yang padu
- Siswa diharapkan mau menulis teks fungsional pendek

3. Psikomotorik
a. Mendengarkan
- Siswa diharapkan mempunyai keterampilan mendengarkan sapaan yang sudah / belum dikenal
- Siswa diharapkan mempunyai keterampilan mendengarkan perkenalan diri sendiri / orang lain
- Siswa diharapkan mempunyai keterampilan mendengarkan perintah / larangan

b. Berbicara
- Siswa diharapkan mempunyai keterampilan menyapa orang lain yang belum / sudah dikenal
- Siswa diharapkan mempunyai keterampilan memperkenalkan diri sendiri / orang lain
- Siswa diharapkan mempunyai keterampilan memerintah / melarang
c. Membaca
- Siswa diharapkan mempunyai keterampilan melafalkan kata, frasa, dan kalimat dengan baik dan benar
- Siswa diharapkan mempunyai keterampilan membaca kata, frasa, dan kalimat dengan intonasi dengan benar
- Siswa diharapkan mempunyai keterampilan membaca nyaring dengan baik dan benar

d. Menulis
- Siswa diharapkan mempunyai keterampilan melengkapi teks fungsional pendek
- Siswa diharapkan mempunyai keterampilan menyusun kata / urutan kata menjadi kalimat padu
- Siswa diharapkan mempunyai keterampilan menulis teks fungsional pendek

G. Materi Pelajaran
1. Memahami pola kalimat Present Progressive Tense.
   “S + (be+ V-Ing)+ O + ...”
   “Now is speaking lesson, we are discussing about national economic.”
   “I’m in the library now, the students are reading books.
   Some of them are discussing about their lesson.
   The librarian is serving student who borrows some books”.
4. Memahami penggunaan pola kalimat Present Progressive Tense be going to.
   “I am going to go to Bali next month.”
   “She is always throwing rubbish on the floor.”
6. Memahami penggunaan adverb pada kalimat Present Progressive Tense.
   “The students are still discussing in the speaking class”
7. Memahami penggunaan expression of place pada kalimat Present Progressive Tense.
   “Arja is watching TV in his room.”

8. Memahami pola kalimat Present Progressive Tense bentuk negative.
   “S + (be + not) + V-Ing+ O + ...”
   “Now is physic lesson, but we are not swimming, we are playing football now.”

9. Memahami dan menggunakan penyingkatan to be pada pola kalimat Present Progressive Tense.
   “I’m reading the book now. You’re listening to the radio. He’s singing on the stage.”

10. Memahami dan menggunakan pola kalimat Present Progressive Tense dalam bentuk question.
    “What are you doing Andi? I’m writing a letter.”
    “Are you doing your homework now? Yes I’m/No, I am not.”

H. Kegiatan Belajar Mengajar (KBM)
1. Pendekatan dan Metode
   a) Approach/Method : Grammar Translation Method

2. Langkah-langkah
   a) Pembukaan : Salam, sapaan, pemberian motivasi, membuka dialog.
   b) Kegiatan Inti :
      - Menguji kemampuan siswa tentang Pesent Progressive Tense
      - Presentasi pola kalimat Present Progressive Tense
      - Pemberian contoh kalimat Present Progressive Tense
      - Membaca text bacaan berpola kalimat Present Progressive Tense
      - Menjawab beberapa pertanyaan seputar text
      - Presentasi pola kalimat Present Progressive Tense dalam bentuk be going to
      - Penggunaan always, adverb dan expression of place.
      - Pemberian contoh kalimat.
      - Membuat beberapa kalimat berdasar pola dan contohnya.
      - Membaca text bacaan sesuai bahasan, menjawab beberapa pertanyaan seputar text, penilaian hasil kerja siswa.
      - Presentasi pola kalimat Present Progressive Tense dalam bentuk negative
- Pola kalimat tanya/question. Pemberian contoh kalimat.
- Membuat beberapa kalimat berdasar pola dan contohnya.
- Membaca text bacaan sesuai bahasan
- Menjawab beberapa pertanyaan seputar text
- Penilaian hasil kerja siswa.
- Ringkasan bahasan. Menanyakan kesulitan siswa.
c) Penutup : Pemberian tugas homework, pengabsenan and salam.

I. Alat / Sumber Belajar :
   - The Bridge English Competence for SMP Grade VII Penerbit Yudhistira

J. Evaluasi :
a. Teknik Penilaian : Test Tulis.
   Alat Penilaian : Pertanyaan seputar teks yang telah di baca.
   “What are the students doing in the yard now?”
   “Buatlah kalimat dengan pola be going to, penggunaan always, adverb, dan expression of place”
   “Are the students swimming or playing football today?”

Catatan Kepala Sekolah :
1. ........................................
2. ........................................
3. ........................................

Mengetahui,
Pondok Aren, Maret 2009
Kepala SMP IT Al Qur’aniyyah
H. Narim Rahmat, SQ. S.Ag.

Guru Mata Pelajaran
Nanang Kurnia
Ciputat, 27 Juni 2008

Nomor: Istimewa
Lamp: 1 (satu) berkas
Hal: Pengajuan Judul Skripsi

Kepada Yth,
Ketua Jurusan Pendidikan Bahasa Inggris
Bpk. Syauqi, M.Pd.

Assalamu 'alaikum Wr. Wb.

Salam hormat dan do’a saya haturkan, semoga Bapak selalu berada dalam lindungan Allah SWT. dan senantiasa diberi kesuksesan dalam menjalankan aktivitas sehari-hari. Amin!

Sehubungan dengan akan berakhirnya masa study Program Strata Satu (S1) yang sedang saya tempuh, maka saya:
Nama: Nanang Kurnia
NIM: 104014000375
Jurusan: Pendidikan Bahasa Inggris
Fakultas: Ilmu Tarbiyah dan Keguruan

Bermaksud mengajukan judul skripsi “The Effectiveness of Audio Lingual Approach in Teaching Present Progressive Tense” (An Experiment at Second Grade SMPIT Al Qur’aniyyah Pondok Areu). Dan sebagai bahan pertimbangan saya lampirkan:
1. Outline
2. Abstraksi
3. Daftar Pustaka Sementara

Demikian surat permohonan ini saya buat, semoga Bapak berkenan mempertimbangkan dan mengabulkannya. Atas segala perhatiannya saya ucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

[Signature]
Nanang Kurnia
Temukan halaman 95, Ciputat 15412, Indonesia

DEPARTEMEN AGAMA
UNIVERSITAS ISLAM NEGERI
SYARIF HIDAYATULLAH JAKARTA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jakarta, Juli 2008

Nama: Nanang Kurnia
NIM: 104014000375
Jurusan: Pendidikan Bahasa Inggris
Semester: VIII
Judul Skripsi: The effectiveness of Audio Lingual approach in teaching present progressive tense (an experiment at second grade SMPIT Al-Qur’aniyah)

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

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

Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr. wb.

Tanggal: 12/07/2008

An. Dekan
Kabag Tata Usaha

Tebusana:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP IT Al Qur'aniyyah Pondok Aren Tangerang Selatan, menerangkan bahwa:

Nama : NANANG KURNIA
NIM : 104014000375
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta
Prodi : Pendidikan Bahasa Inggris

Nanar nama tersebut diatas telah melakukan penelitian (eksperimen) di sekolah yang kami impin dalam rangka mencari data untuk penyelesaian skripsi yang berjudul "THE EFFECTIVENESS OF AUDIO-LINGUAL APPROACH IN TEACHING PRESENT PROGRESSIVE TENSE (AN EXPERIMENT AT THE SECOND GRADE SMP IT AL QUR’ANIYYAH PONDOK AREN)"

Semakian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Pondok Aren, 28 Maret 2009

Kepala Sekolah,

H. Narim Rahmat, SQ. S.Ag.
THE EFFECTIVENESS OF AUDIO-LINGUAL APPROACH IN TEACHING PRESENT PROGRESSIVE TENSE

NANANG KURNIA

104014000375
Background

Teachers’ difficulties in choosing and using the appropriate method
Students’ difficulties in learning grammar
ALM: an English teaching method done by intensive oral drilling
GTM: an English teaching method done through grammatical rules analysis and translating L2 into students' L1 using parallel bilingual words list

What does it mean by...?
The Problem

Are there any significant differences between teaching PPT using ALM and using GTM?