TEACHING PRONUNCIATION BY USING
AUDIO LINGUAL METHOD
(A Case Study at Fifth Year Students of
SDN Bidaracina 01 Pagi Jakarta Timur)

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

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SYARIF HIDAYATULLAH
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2008
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A “Skripsi”

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ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiya and Teachers Training certifies that the “skripsi” (Scientific Paper) entitled “Teaching Pronunciation by Using Audio Lingual Method (a Case Study at Fifth Years Students of SDN Bidaracina 01 Pagi, Jakarta Timur), written by Anna Fauziah, student’s registration number :103014027029, was examined by the committee on 18th of February 2008, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of “S. Pd.” (Bachelor of Arts) in English Language Education at the Department of English Education.

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The writer
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CHAPTER I

INTRODUCTION

A. Background of the study

Language plays a great part in this life. As the international language English is spoken by more people than any language in the recorded history of the world today. Furthermore, English has become the primary language of international communication, the lingua franca of the world. English has become the dominant language in many fields of activity such as business and banking, industry and commerce, transportation, tourism, sport, international diplomacy, advertising and so on.

To take part in the universal activities in international circumstances, millions of foreign students want to learn English as well as they can. Now, they are introduced English from beginner level until advanced level. English is taught from kindergarten until university.

English does not only master listening, speaking, reading and writing. The components of language such as grammar, pronunciation and vocabulary could be taught to support the development of those skills.

Pronunciation as one of components is important in foreign language teaching.

“Pronunciation is, in fact, the first aspect of any living language with which we have to deal, since all the rest of our learning depends on our being able to understand what we hear and to make ourselves understood in the target language.”

“Pronunciation teaching has concentrated mainly on improving the students’ pronunciation through controlled exercises designed to practice sounds, stress, rhythm, linking and intonation.”

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2 Ibid.
Pronunciation is the aspect of language that is most difficult to acquire. Most of foreign language students often fail to understand what has been instructed. It does not only a lack of student’s storage of vocabulary items, but also the inability of the student to recognize the sounds of the language. 3

From one point of view, the most fundamental thing in teaching a language course is pronunciation. By teaching pronunciation, it means that teacher is helping the students to build up in their brains a very special set of models, which are composites of the audible portion of many, many memory images. 4

“Very often in ESL classrooms, teachers encounter many problems in attempting to teach the pronunciation of English. The problems are particularly acute in the case of tertiary-level students who may have studied English as a second language for as many as ten years but whose pronunciation of the language is far from what teachers would describe as ‘satisfactory’. 5

“The teacher’s own pronunciation will set the standard for the class; unconsciously the students will imitate what they hear. The teacher’s speech should be clear and moderately paced. A rich, pleasing voice, of course, will make listening all the more attractive.” 6

“Almost all English teachers get students to study grammar and vocabulary, practice functional dialogues, take part in productive skill activities, and become competent in listening and reading. Yet some of these same teachers make little attempt to teach pronunciation in any overt way and only give attention to it in passing. It is possible that they are nervous of dealing with sounds and intonation, perhaps that they feel they have too much to do already and pronunciation teaching will only make things worse. They may claim that even without a formal pronunciation syllabus, and without specific pronunciation teaching, many students seem to acquire serviceable pronunciation in the course of their study.

Pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the

---

4 Earl W. Stevick, Teaching and Learning Languages (Cambridge: Cambridge University Press, 1982), p.50
6 Thomas Yeh, "Language Teaching",
mouth, making students aware of where words should be stressed—all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility”.

Students of a foreign language might get difficulties when they try to recognize the sounds of the language; they often fail to understand what has been said. “Many words are distinguished solely by a difference of vowel sound as in peel, pill, pale, pal, pool, pull, pole, Paul. Like wise there are many words that are differentiated by a single consonant sound as in the series fin, pin, bin, tin, din, kin, sin, shin thin. These contrasts in sound must be taught just as we teach the contrasting structures He’s a doctor and Is he a doctor, pronounced with the same falling intonation”.

Meanwhile, in Indonesia English teaching at elementary level as a local content is aimed to introduce it for the beginning level and to build positive attitude about English. It is limited on communicating orally to support the activities in the school. After students graduate from elementary school, they will face more complicated English. To bring them at higher level, teaching pronunciation at elementary level absolutely need more attention, because “It is well known that a child of ten years old or less can learn any language perfectly, and after this age the ability to imitate perfectly becomes less”.

In teaching pronunciation, there must be an alternative approach to lead students for achieving good pronunciation.

“The new emphasis on being able to communicate in another language led to the coining of the term ‘aural-oral’ for a method which aimed at developing listening and speaking skills first, as the foundation on which to build the skills of reading and writing. As ‘aural-oral’ was found to be confusing and difficult to pronounce, Brooks suggested the term ‘audio-lingual’ for this method (Brooks 1964, p. 263). Both terms are still in use.”

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11
Audio Lingual Method is an approach which emphasizes on drilling, memorization and practice. "The application of Audio Lingual Method took the form of a mimicry- memorization (usually of dialogue material) and structural pattern drilling (whereby students learned to manipulate structures to a point of automatic response to a language stimulus)."\(^{12}\)

In Audio Lingual Method, pronunciation is stressed from the beginning, because, when someone learns language, he/ she must starts with the ear. According to J. D. O’Connor "Language starts with the ear. When a baby starts to talk he does it by hearing the sounds his mother makes and imitating them."\(^{13}\)

Grammar Translation Method is the other familiar method. It is known as Classical Method. It is based on the study of the grammar of students’ native language, "it would help students speak and write their native language better."\(^{14}\) "Little attention is given to speaking and listening, and almost none to pronunciation",\(^{15}\) "it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway."\(^{16}\)

"Under the pressure of such cultural considerations it has become customary for language teachers to consider intelligibility as the prime goal of pronunciation teaching. This implies that the students should be able to use pronunciation which is good enough for them to be always understood. If their pronunciation is not up to this standard, it is thought, then there is a serious danger that they will fail to communicate effectively."\(^{17}\)

Pronunciation itself is taught as supporting skills that could be integrated with four language skills; they are listening, speaking, reading, and writing.

\(^{12}\) Ibid, p. 42.
\(^{13}\) J. D. O’Connor, Better English Pronunciation, p. 1.
\(^{15}\) Ibid, p. 10.
\(^{16}\) Ibid, p. 10.
\(^{17}\) Ibid, p. 10.
To make good understanding in English pronunciation, and make students communicate effectively, it is needed some approach to cover their necessity in pronunciation.

From the explanation above, the writer is interested in doing a research with the writing entitled “Teaching Pronunciation by using Audio Lingual Method” (A Case Study at Fifth Year Students of SDN BidaraCina 01 Pagi, Jakarta Timur).

B. Limitation and formulation of the problem

In this section, the writer limits this study on pronunciation, Audio Lingual Method, Grammar Translation Method, and the problems in learning pronunciation.

From the explanation above, the writer would like to formulate the problems as follows:

1. How do Audio Lingual Method and Grammar Translation Method influence the students’ ability in pronunciation?
2. Whether Audio Lingual Method is more effective than Grammar Translation Method in teaching pronunciation or not?

C. Use of the study

The use of this study is intended:

1. To find out the concept of pronunciation.
2. To find out the general concept of Audio Lingual Method.
3. To find out the general concept of Grammar Translation Method.
4. To find out the problems faced by students in learning pronunciation.

In addition, from the specifications above, the writer expects her writing will be useful for English Department, and English teachers, especially those who are dealing with the students of Elementary School as an input and consideration toward an improvement in the future.
D. Organization of the study

This writing is divided into four chapters

Chapter one is introduction, which includes the background of the study, limitation and formulation of the problem, use of the study, and organization of the study.

Chapter two deals with the theoretical framework. It discusses about Pronunciation, Audio Lingual Method, Grammar Translation Method, Problems in learning pronunciation and Hypotheses. Pronunciation includes definition of pronunciation, and aspects of pronunciation, it is sounds, stress, intonation and rhythm. Audio Lingual Method includes background of Audio Lingual Method, characteristics of Audio Lingual Method, design of Audio Lingual Method, procedures in Audio Lingual Method, then advantages and disadvantages.

Grammar Translation Method includes background of Grammar Translation Method, characteristics of Grammar Translation Method, design of Grammar Translation Method, procedures in Grammar Translation Method, the last is advantages and disadvantages.

Chapter three is about research methodology and research finding, research methodology will explain about objective of the research, place and time, method of study, population and sample, technique of data collecting, and technique of data analyzing. Research finding include description of data, data analysis, data interpretation, and test of hypotheses.

Chapter four is conclusion and suggestion.
CHAPTER II

THEORETICAL FRAMEWORK

A. Pronunciation

Someone who studies English is demanded to listen English pronunciation, furthermore he or she is expected to reproduce the foreign sounds, words, and expressions. “Words are merely combinations of sounds, and the printed page is a graphic representation of sound sequences.”¹ To give clear understanding about pronunciation, the writer starts from definition of pronunciation.

1. Definition of Pronunciation

There are some definitions of pronunciation that might be useful to support this writing. R. L Trask said that “Pronunciation is the manner in which speech sounds, especially connected sequences, are articulated by individual speakers or by speakers generally.”²

Meanwhile A.C Gimson stated that “The pronunciation is the actual living form of a word, that is, the word itself…”³

According to Jack C. Richards, John Platt and Heidi Platt in Longman Dictionary of Language Teaching and Applied Linguistics, pronunciation is “The way a certain sound or sounds are produced. Pronunciation stresses more the way sounds are perceived by the hearer.”⁴

Pronunciation is:

a. the act or manner of pronouncing words; utterance of speech
b. a way of speaking a word, especially a way that is accepted or generally understood.

⁴ Jack C. Richards, pronunciation
c. a graphic representation of the way a word is spoken, using phonetic symbols.\textsuperscript{5}

From all definitions above, the writer may conclude that pronunciation is the ways to produce the sounds become the words or sentences in order to make the hearer understand what the speaker said.

2. Aspects of Pronunciation

The various aspects of English pronunciation are sounds, stress, intonation, and rhythm.

The speech sounds or phones (any sound made by the vocal apparatus) that are combined to form the words of a language are known as segmental features. Another class of phonemes is called supra segmental features.

a. Sounds

"Sound is the perception of the movement of air particles which causes a displacement of the ear-drum."\textsuperscript{6}

The English speech sounds can be classified into:

1. Consonants

"All other articulated sounds are called consonants. Some consonants are breathed and others are voiced."\textsuperscript{7} There are 24 consonants in English, namely:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>back</td>
</tr>
<tr>
<td>d</td>
<td>day</td>
</tr>
<tr>
<td>ð</td>
<td>then</td>
</tr>
<tr>
<td>ðʒ</td>
<td>jump</td>
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<tr>
<td>f</td>
<td>few</td>
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<tr>
<td>g</td>
<td>gay</td>
</tr>
<tr>
<td>h</td>
<td>hot</td>
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</tbody>
</table>

\textsuperscript{5} http://www.freedictionary.com/pronunciation. retrieval on September 10, 2007
\textsuperscript{7}
According to the position of the vocal cords the consonants can be divided into: voiceless; they are p, t, k, f, s, š, št, θ, h and voiced; the rest of the consonants.

Beside the position of the vocal cords, consonant can be divided based on the place of articulation and the manner of articulation as shown in the table below:
# PHONETIC TABLE

## CHIEF ENGLISH CONSONANTAL ARTICULATIONS

<table>
<thead>
<tr>
<th>Place of Articulation</th>
<th>Bilabial</th>
<th>Labial Dental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Post Alveolar</th>
<th>Palato Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Oral Closure</td>
<td>p</td>
<td>t</td>
<td>k</td>
<td></td>
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<tr>
<td>Plosive</td>
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<td>Affricate</td>
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<td>tʃ dʒ</td>
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<td>Nasal</td>
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<td>Intermittent Closure</td>
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<td>Partial Closure</td>
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<td>Lateral</td>
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<td>Narrowing</td>
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<td>v</td>
<td>ʊ</td>
<td>s</td>
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<td></td>
<td>h</td>
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<tr>
<td>Fricative</td>
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<td></td>
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<tr>
<td>Glide</td>
<td>w</td>
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<td></td>
<td></td>
<td>j</td>
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<tr>
<td>Semi vowel</td>
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2. Vowels

"Some of the continuous voiced sounds produced without obstruction in the mouth are what may be called 'pure musical sounds' unaccompanied by any frictional noise. They are called vowels."
b. Stress

Stress emphasizes on certain syllable in a word or a sentence; otherwise the words would be misunderstood or sound strange. "Stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly."14

There are two separate kinds of stress in English: word-stress and sentence-stress. Word stress may occur on any syllable of a word, and is fixed. Word stress may be phonemic (e.g., in the meaning-difference between 'present (always a noun or adjective) and pre'sent (a verb), or else-as is more usual—it may be non phonemic (in which case there is no meaning-significance in the fact that 'always and 'sometimes have first-syllable stress, whereas a'gain is always stressed on the second syllable).

Sentence stress, on the other hand, is not (in English) fixed and many be placed anywhere in the sentence according to the speaker’s intention, attitude, emotion, etc. This may be well exemplified by the contrast between

Where did **you** go yesterday?-with focus on the person,  
Where did you go yesterday?-with focus on the place,  
Where did you go yesterday?-with focus on the time,  

where the ‘nucleus,’ or main stress, of the sentence varies according to the speaker’s intended emphasis.15

These are the words important for the structure of sentence; the function words (articles, auxiliary verbs, verb be, prepositions, pronouns, conjunctions). The content words (nouns, main verbs, adjectives, most adverbs), which carry a high information load, are normally stressed.

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I've 'heard that 'Jack and 'Jane 'spent their 'holidays in Ja'maica.

(C= content word, F= function word).

There are certain exceptions to the general pattern stated above:

1. Two sets of function words frequently receive stress:
   (a) wh-words where these form questions, e.g. where, why, how;
   (b) demonstratives, e.g. this, that, these, those.

2. Function words normally receive stress when they indicate a contrast:
   I said give 'her a kiss, not 'him.

3. Prepositions are frequently stressed where a contrast is stated or implied:
   Would you call yourself a jazz lover?
   Actually, I know very little a'bout jazz. I prefer classical music.

4. At more rapid tempo, the number of unstressed syllable will increase, and more lexical words will be unstressed, e.g. I've heard that 'Jack and 'Jane spent their 'holidays in Ja'maica'.

\[16\]

\[17\]

\[18\]

\[\text{c. Intonation}\]

According to Jeremy Harmer: “Intonation is an ability to vary the pitch and tune of speech.”

"Intonation patterns involve pitch and are responsible for the melody of the language."

In English rising-falling intonation is used in statements, commands, or request; in question word (wh) questions; and in attached/ tag questions asking for confirmation and not for information.

Rising intonation is used in questions requiring a yes/ no answer (that is, questions beginning with a form of be, the auxiliary do, or
with modal –can, may should, etc) and in attached/ tag questions for seeking information.

Following are brief examples:

Rising-falling intonation:

- Statement: I didn’t enjoy that movie.
- Command: Don’t leave the house.
- Request: Please come to the desk.
- Wh question: Where are you going?
  Why are you going there?
- Attached/tag questions asking for confirmation:
  You’re not going, are you?

Yes/No questions:

- Modals: Can I go out?
  Should you be smoking?

- Attached/tag questions asking for information?
  You’re not going, are you?\(^{19}\)


d. Rhythm

“Rhythm is created by the strong stresses or beats in a sentence. In many languages, the rhythm is syllable timed.”\(^{20}\) “Rhythm is a product of word stress and the way in which important items are foregrounded through their occurrence on a strong beat, and unimportant items are back grounded by their occurrence on a weak beat.”\(^{21}\)

The following short sentence has the rhythm strong-weak-weak, strong-weak-weak:

\(^{19}\) Mary Finocchiaro and Christopher Brumfit, The Functional-Notional Approach From theory to Practice, p. 120
What do you think of it?
DA da da DA da da 22

B. Audio Lingual Method

Many methods and approaches are designed to overcome the needs of learners, the preferences of teachers, and the constraints of the school or educational setting. "Methods appear to be based on very different views of what language is and how a language is learned." 23 "Modern Audio Lingual theory stresses on listening, speaking, reading and writing sequence in foreign language instruction". 24

1. Background of Audio Lingual Method

The outbreak of World War II thrust the United States into a worldwide conflict; Americans need to be orally proficient both of their allies and enemies’ language. 25 The U.S government thought to supply their personnel who were fluent in German, French, Italian, Japan and other languages, and who could work as interpreters, code – room assistants, and translators, they necessary to set up special language training. They began the revolution in military with language teaching revolution, it focused on the aural/oral skills, and it came to be known as the Army Specialized Training Program (ASTP), or the Army Method. The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages. 26 Some basics of this method are taken from Direct Method. Soon, the success of

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22 Ibid, p.10
Army Method is adopted in educational institutions. The combination of structural linguistics theory, contrastive analysis, aural - oral procedures, and behaviorist psychology led to the Audio Lingual Method, and then the Army Method came to be known as Audio Lingual Method in the 1950s.

2. Design of Audio Lingual Method

According to Brooks in *Approach and Methods in Language Teaching*, the objectives of Audio Lingual Method are short-range and long-range. "Short-range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on the printed page, and ability to reproduce these symbols in writing." Meanwhile "long-range objectives must be language as the native speakers uses it."

The syllabus of ALM is a linguistic syllabus, which contains the key items of phonology, morphology, and syntax. The language skills are taught in the order of listening, speaking, reading, and writing.

When reading and writing are introduced, students are taught to read and write what they have already learned to say orally.

Most of Audio Lingual classroom activities are dialogues and drills. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue is presented, then activities focus on drilling and pattern-practice exercise.
Learners are only respond to stimuli, and have little role in learning activities. The teacher has a central and active role in the activity, he manages, gives directions, monitors, and corrects the learners' performance.\textsuperscript{34}

Tape recorders and audiovisual equipment often have central role in an audio lingual course. A language laboratory may also be essential. A student textbook is often not used in the elementary phases of a course where students are primarily listening, repeating, and responding.\textsuperscript{35}

3. The Characteristics of Audio Lingual Method

The characteristics of the ALM may be summed up in the following list (adapted from Prator and Celce-Murcia 1979) in \textit{Principles of Language Learning and Teaching} (H. Douglas Brown, 2000):

a) New material is presented in dialog form.
b) There is dependence on mimicry, memorization of set phrases, and over learning.
c) Structures are sequenced by means of contrastive analysis and taught one at a time.
d) Structural patterns are taught using receptive drills.
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 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.\textsuperscript{36}

\textsuperscript{34} Ibid, p. 56
\textsuperscript{35} Ibid, p. 57
\textsuperscript{36} Ibid, p. 57
k) Practice in translation only as a literary exercise at an advanced level (Brooks 1964:142). 

There are several ways to approach the teaching learning of pronunciation. This following technique was called "Mimicry-Memorization". This is the one in which word or phrase is said, the students repeat chorally or individually after the teacher, then the teacher confirms or corrects what the students have said: (T= teacher, C= class, S= individual student)

T : Good morning!
C : Good morning!
T : Good morning!
C : Good morning!
T : Good morning!
S1 : Good morn!n!
T : MORning. Good morning!
S1 : Good morning.

and so on

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

a) Students first hear a model dialogue containing the key structures that are the focus of the lesson (either read by the teacher or on tape). They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. The dialogue is memorized gradually. The students do not consult their book throughout this phase.

b) The dialogue is adapted to the student’s interest or situation, through changing certain key words or phrases.

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38 Jack c Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching, p. 58
c) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually.

d) The students may refer to their textbook and following-up reading, writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced.

e) Follow-up activities may take place in the language laboratory. For more illustrations the activities of Audio Lingual Method are drawn in this part adapted from Diana Larsen-Freeman as below:

The teacher is presenting a new dialog, a conversation between two people. The students know they will be expected to eventually memorize the dialog the teacher is introducing. All of the teacher’s instructions are in English. After she acts out the dialog, she asks students to listen carefully the conversation. First, she describes the situation according to the passage. And this is the conversation script:

Sally : Good morning, Bill.
Bill : Good morning, Sally.
Sally : How are you?
Bill : Fine, thanks. And you?
Sally : Fine, where are you going?
Bill : I’m going to the post office.
Sally : I am too. Shall we go together?
Bill : Sure. Let’s go.

Now, she has the whole class repeat each lines of her dialog after her model. It is repeated several times. When the students get the difficulty, the teacher uses backward build-up drill (expansion drill). The purpose of this drill is to break down the troublesome sentence into smaller parts.
Little by little the teacher builds up the phrases until the entire sentence is being repeated. By breaking down the troublesome sentence into smaller parts, the students are also able to take note where each word or phrase begins and ends in the sentence.

After students have repeated the dialog several times, the teacher gives chance to the students to do role – play. Before the class says each line, the teacher models it. The teacher explores the students’ role to say Sally’s and Bill’s dialogue.

She then initiates a chain drill to give students an opportunity to say the lines individually. It is also lets students use the expressions in communication with someone else, even though it is very limited. Finally the teacher points two students to perform the entire for the rest of the class.

After this activity, the teacher led a single slot substitution drill. She changes ‘the post office’ into another cue phrase like ‘the bank’, ‘the drug store’, ‘the supermarket’ by showing the pictures. Instead she simply shows the pictures one at a time, and the students repeat the entire sentence putting the name of the place in the picture in the appropriate slot in the sentence.

A similar procedure is followed for another sentence in the dialog, for this case are subject pronouns and substitution drills of the form of the verb “be”.

Finally, the teacher increases the complexity of task by leading the students in a multi – slot substitution drill. However with this drill, students must recognize what part of speech the cue word is and where it fits into the sentence.

The substitution drills are followed by a transformation drill. The students are asked to change one type of sentence into another—an affirmative sentence into a negative or an active sentence in to a passive. The teacher models two more examples of this transformation.
Through her actions and examples, the students have learned that they are to answer the questions following the pattern she has modeled. Then the students are asked to answer the teacher’s questions by looking the certain picture.

The only time she changes the rhythm is when a student seriously mispronounce a word. When this occurs she restates the word and works briefly with the student until his pronunciation is closer to her own.

At the final few minutes of the class, the teacher returns to the dialog with which she began the lesson. She repeats it once, and then she has all students to acts as Bill and Sally.

In next meeting the teacher will review the dialogue, expand upon the dialogue by adding a few more lines, drill the new lines and introduce some new vocabulary items through the new lines, work on the difference grammar rules, use minimal-pair words, do writing activity, do game, present an interesting topic. 41

5. Advantages and Disadvantages of Teaching Pronunciation by Using Audio Lingual Method

There are some advantages and disadvantages of Audio Lingual Method.

The advantages:

a) Dialogue drilling can be explained clearly with or without demonstration.

b) Correction and response can be done immediately.

c) The teacher can easily conduct the whole activities. 42

d) Encouraging students to produce sentences, even though not communicative.

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41 Diana Larsen and Freeman, *Technique and Principles in Language Teaching* (Oxford:
The disadvantages:

a) Techniques of memorization and drilling can become tedious and boring.

b) The audio lingual approach makes considerable demands upon the teacher.

c) Certain students feel very insecure when they are forced to depend on the ear alone.

d) The interaction is student-to-student. Most interaction is created by the teacher.  

C. Grammar Translation Method

1. Background of Grammar Translation Method

Five hundred years ago, Latin was the dominant language of education, commerce, religion, and government in the Western world. As a result of political changes in Europe, it gradually became displaced as a language of spoken and written communication. Latin diminished from that of a living language to that of an "occasional" subject in the school curriculum.

But, the study of classical Latin and an analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth centuries. Children entering "grammar school" in England were initially given a rigorous introduction to Latin grammar, which was taught through rote learning of grammar rules, study of declensions and conjugations, translation, and practice in writing sample sentences, sometimes with the use of parallel bilingual texts and dialogue (Kelly 1969; Howatt 1983). Since learning must give experience for children, there should be thought an alternative approaches to education.

The decline of Latin also brought with it a new justification for teaching Latin.

When once the Latin tongue had ceased to be a normal vehicle for communication, and was replaced as such by the vernacular languages, then it must speedily became a ‘mental gymnastic’, the supremely ‘dead’ language, a disciplined and systematic study of which was held to be indispensable as a basis for all forms of higher education.  

As “modern” language began to enter the curriculum of European schools in the eighteenth century, they were taught using the same basic procedures in teaching Latin.

By the nineteenth century, the approach based on the study of Latin had become the standard way of studying foreign language in schools. A typical textbook consisted around grammar points. This approach became known as the Grammar Translation Method.

2. Design of Grammar Translation Method

The important goal of GTM is the students to be able to translate each language into the other because the fundamental purpose of learning a foreign language is to be able to read its literature. The primary skills to be developed are reading and writing.

The teacher has big role. He or she is the authority in the classroom. Meanwhile the students do as he says so they can learn what he knows.

In most GTM a syllabus was followed for the sequencing of grammar points throughout texts, and there was an attempt to teach grammar in an organized and systematic way. “In a typical GTM text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed”. Vocabulary and grammar are emphasized. Reading and writing are the

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46 Diana Larsen and Freeman, *Technique and Principles in Language*, p. 11
primary skills. There is much less attention given to speaking and listening. Pronunciation receives little.\textsuperscript{48}

3. Characteristics of Grammar Translation Method

The principal characteristics of Grammar Translation Method were these:

a) The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.

b) Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

c) Vocabulary selection is based on the reading texts used, and words are taught through bilingual word lists, dictionary study, and memorization.

d) The sentence is the basic unit of teaching and language practice.

e) Accuracy is emphasized.

f) Grammar is taught deductively.

g) The student's native language is the medium of instruction.

4. Procedures in Grammar Translation Method

The class begins by reading a passage in their textbook. The passage is in excerpt entitled "The Boys' Ambition" from Mark twain's Life on the Mississippi. Each student is called on to read a few lines from the passage. After he has finished reading, he is asked to translate into his native language the few lines he has just read. The teacher helps him with new vocabulary items.

Then, the teacher asks them if they have any questions. The teacher answers their question by giving clear explanation through their native language. Since the students have no more questions, the teacher asks them to write the answers to the comprehension questions which appear at
the end of the excerpt. The questions are in English, and they are instructed to write the answers in English as well.

In addition to questions that ask for information contained within the reading passage, the students answer two types of questions. For the first type, they have to make inferences based on their understanding of the passage. The other type of question requires the students to relate the passage to their own experience.

After those activities, the teacher speaks in students’ language, asks the student to stop and check their work. One by one student reads a question and then reads his response. If he is correct, the teacher calls on another student to read the next question. If the student is incorrect, the teacher points the different students to give the right answer or make her self to answer the question.

Announcing the next activity, the teacher lists several words according to their text. The students are instructed to give the native language for each it. It is done by whole students.

After they have finished this exercise, the teacher reminds them that English words that look like their native language words are called ‘cognates’.

The activities move to grammar section. The teacher reads a description of two word or phrasal verbs. If there are some new that have not learned yet, the teacher will explain and the students are asked to translate it, then they are given the rule of some grammar. Finally, they are asked to do the exercise based on the grammar rule has been taught.

For the end of activities, the students are instructed to translate the reading passage, state the rule of grammar point, do the remaining exercises, memorize the words, write composition, and take the quiz on the grammar and vocabulary of this chapter.
5. Advantages and Disadvantages of Teaching Pronunciation by Using Grammar Translation Method

The advantages:

a) The students are not forced to use target language while the activity.
b) It can be applied in big class.
c) Language learning provides good mental exercise.
d) The students’ false is limited, because the activities are conducted by the teacher.

The disadvantages:

a) Little or no systematic attention is paid to speaking or listening.
b) Students have little chance to express their idea.
c) Almost none attention to pronunciation.

D. Problems in Learning Pronunciation

Very often in ESL or EFL classrooms the student is faced with kinds of difficulties or problems of pronunciation. They are as follows:
a. The student must learn to recognize readily and certainty the various speech-sounds occurring in the language, when they hear them pronounced, they must moreover learn to remember the acoustic qualities of those sounds.
b. They must learn to make the foreign sounds with their own organs of speech.
c. They must learn to use those sounds in their proper places in connected speech.
d. They must learn the proper usage in the matter of the ‘sound-attributes’ or ‘prosodies’ as they are often called (especially length, stress, and voice-pitch).
e. They must learn to catenate sounds, i.e. to join each sound of a sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.\textsuperscript{50}
f. There are many differences between Bahasa Indonesia and English sound systems both consonants and vowels, stress in a syllable, and intonation patterns. Stress in standard Indonesian words tends to fall on the second to last syllable. The Indonesian vowel system has six simple vowels and two diphthongs. Two diphthongs in Indonesia are /ai/ and /au/, but some linguists have posited a third diphthong it is /oi/.51

The Indonesian simple vowels

<table>
<thead>
<tr>
<th></th>
<th>Front unround</th>
<th>Central unround</th>
<th>Back unround</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close</td>
<td>i</td>
<td>a</td>
<td>u</td>
</tr>
<tr>
<td>Open</td>
<td>e</td>
<td>a</td>
<td>o</td>
</tr>
</tbody>
</table>

The consonant phonemes of Indonesian

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Dental/alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plosives</td>
<td>p b t d</td>
<td>c j</td>
<td>k g ?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>m n j θ</td>
<td>η</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricatives</td>
<td>(f) s</td>
<td>(ʃ) (x) h</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td>l</td>
<td></td>
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<tr>
<td>Trill</td>
<td>r</td>
<td></td>
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<tr>
<td>Approximants</td>
<td>w j</td>
<td></td>
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</tr>
</tbody>
</table>

E. Hypotheses

1. The experimental hypotheses (Ha): is there a significance differences in teaching pronunciation by using Audio Lingual Method and Grammar Translation Method at fifth year students of SDN Bidaracina 01 Pagi.
CHAPTER III

RESEARCH METHODOLOGY AND RESEARCH FINDING

A. Research Methodology

1. Objective of the Research

The objective of the research is to fulfill one of the requirements for the degree of Strata 1 (S1) and will be presented to the faculty of Tarbiyah and Teachers' Training. In this research the writer also tries to find out whether ALM is effective in teaching pronunciation or not.

2. Place and Time

The research took place at SDN Bidaracina 01 Pagi Jakarta Timur, which is located at Jalan Sensus II Bidaracina Jatinegara, Jakarta Timur. The research held on November 1st up to November 30th 2007.

3. Method of study

The method of this study is experimental research. The writer uses the fifth year students of SDN Bidaracina 01 Pagi Jakarta Timur as an object of this study. This object would be taught by using two methods. For experiment class is taught by using ALM, and control class is taught by using GTM.

The data is taken and analyzed quantitatively to find the effectiveness of teaching methods.¹

4. Population and Sample

The population of this research is all students in 5th grade of SDN Bidaracina 01 Pagi. There is only one class in 5th grade within 36 students.
The writer divided 36 students into two classes. Eighteen students as experiment class which is taught by using ALM. The rest eighteen students as control class which is taught by using GTM.

5. Technique of Data Collecting
   
   The techniques of collecting data are used in this research through:
   
a. Test

   Both classes are given pronunciation tests. First meeting, they did pre test, it was given before the teaching learning process. The teaching learning process is done in three times. Then in the last meeting they are given post test.

   The test consists of twenty numbers. It is divided into two items. Ten numbers of sound and ten numbers of stress and intonation.

b. An interview

   To get more information, the writer has interviewed the English teacher about his technique and the problems in teaching pronunciation. Through interview, the writer get supporting data about the achievement (percentage) of pronunciation teaching has been done by English teacher at the school (see appendixes).

6. Technique of Data Analyzing

   For the next step of the research, the writer processed and analyzed the data. The writer compared the scores between experiment and control classes.

   To find out the differences of students’ score by using the different method, the writer used statistical calculation of the ‘t’ test.

   In analyzing the result of the final test statistics of t- test is used with significant degree 5% and 1% as follows²:
\[
\begin{align*}
M_1 - M_2 \\
t &= \frac{\sqrt{\left(\sum x_1^2 + \sum x_2^2\right) (N_1 + N_2)}}{(N_1 + N_2 - 2) (N_1 \cdot N_2)}
\end{align*}
\]

\[
\begin{align*}
M_1 &= \text{Mean of post test score of experiment class} \\
M_2 &= \text{Mean of post test of control class} \\
\sum x_1^2 &= \text{Sum of squared deviation score of experiment class} \\
\sum x_2^2 &= \text{Sum of squared deviation score of control class} \\
N_1 &= \text{Number of students of the experiment class} \\
N_2 &= \text{Number of students of the control class} \\
df &= \text{Degree of freedom} \\
df &= N_1 + N_2 - 2
\end{align*}
\]

B. Research Finding

1. Description of Data

As mentioned before, the writer took the experiment. She got the data from pre-test and post-test of teaching pronunciation and interview.

In this part, the writer gives the report concerning the data description according to pre-test and post-test from experiment and control class. The writer explains their scores, as follows:
Table I
The students’ score of experiment class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>85</td>
<td>25</td>
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<tr>
<td>4</td>
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<td>10</td>
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<td>5</td>
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<td>15</td>
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<td>85</td>
<td>5</td>
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<td>8</td>
<td>80</td>
<td>90</td>
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<td>9</td>
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<tr>
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<td>85</td>
<td>95</td>
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<td>16</td>
<td>85</td>
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<td>75</td>
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<tr>
<td>18</td>
<td>70</td>
<td>90</td>
<td>20</td>
</tr>
</tbody>
</table>

N = 18
\[ \Sigma = 1250 \]
Average = 1250
\[ \frac{1250}{18} = 69.44 \]

\[ \Sigma = 1450 \]
Average = 1450
\[ \frac{1450}{18} = 80.56 \]
### Table II

The students’ score of control class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>45</td>
<td>50</td>
<td>5</td>
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<tr>
<td>2</td>
<td>60</td>
<td>70</td>
<td>10</td>
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<td>3</td>
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</tr>
<tr>
<td>18</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

**N = 18**  
\[ \sum = 1115 \]  
Average = \( \frac{1115}{18} = 61.94 \)  
\[ \sum = 1240 \]  
Average = \( \frac{1240}{18} = 68.89 \)  
\[ \sum = 125 \]
2. Data Analysis

In this research, the technique of data analysis is statistic calculation of 't' test, with significance 5% and 1% to decide significance of the difference result of teaching by using ALM and GTM (experiment class and control class).

Table III
The score of experiment and control class

<table>
<thead>
<tr>
<th>Students</th>
<th>X1</th>
<th>X2</th>
<th>x1</th>
<th>x2</th>
<th>x1^2</th>
<th>x2^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>50</td>
<td>-15.56</td>
<td>-18.89</td>
<td>242.1136</td>
<td>356.8321</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>70</td>
<td>-15.56</td>
<td>1.11</td>
<td>242.1136</td>
<td>1.2321</td>
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<td>50</td>
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<td>1.2321</td>
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<td>9.44</td>
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<td>570.7321</td>
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<td>9</td>
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<td>0.3136</td>
<td>1.2321</td>
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<td>6.11</td>
<td>208.5136</td>
<td>37.3321</td>
</tr>
<tr>
<td>12</td>
<td>80</td>
<td>70</td>
<td>-0.56</td>
<td>1.11</td>
<td>0.3136</td>
<td>1.2321</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
<td>80</td>
<td>-0.56</td>
<td>11.11</td>
<td>0.3136</td>
<td>123.4321</td>
</tr>
<tr>
<td>14</td>
<td>95</td>
<td>75</td>
<td>14.44</td>
<td>6.11</td>
<td>208.5136</td>
<td>37.3321</td>
</tr>
<tr>
<td>15</td>
<td>65</td>
<td>80</td>
<td>-15.56</td>
<td>11.11</td>
<td>242.1136</td>
<td>123.4321</td>
</tr>
<tr>
<td>16</td>
<td>90</td>
<td>55</td>
<td>9.44</td>
<td>-13.89</td>
<td>89.1136</td>
<td>192.9321</td>
</tr>
<tr>
<td>17</td>
<td>90</td>
<td>85</td>
<td>9.44</td>
<td>16.11</td>
<td>89.1136</td>
<td>259.5321</td>
</tr>
<tr>
<td>18</td>
<td>90</td>
<td>75</td>
<td>9.44</td>
<td>6.11</td>
<td>89.1136</td>
<td>37.3321</td>
</tr>
</tbody>
</table>

N= 18  
\[ \sum X_1 = 1450 \]  
\[ \sum X_2 = 1240 \]  
\[ \sum x_1 = 0 \]  
\[ \sum x_2 = 0 \]  
\[ \sum x_1^2 = 2544.45 \]  
\[ \sum x_2^2 = 2427.78 \]
After making the table of students’ score both experiment and control class, the writer calculates the score by following steps:

a. Determining Mean variable $X_1$ with formula

$$M_1 = \frac{\sum X_1}{N_1} = \frac{1450}{18} = 80.56$$

b. Determining Mean variable $X_2$ with formula

$$M_2 = \frac{\sum X_2}{N_2} = \frac{1240}{18} = 68.89$$

c. Determining score deviation variable $X_1$ with formula

$$X_1 = X_1 - M_1$$

Note: Sum $x_1$ or $\sum x_1$ is 0

d. Determining score deviation variable $X_2$ with formula

$$X_2 = X_2 - M_2$$

Note: Sum $x_2$ or $\sum x_2$ is 0

e. Quadrating $x_1$, then sum; get $\sum x_1^2$

$$\sum x_1^2 = 2544.45$$

f. Quadrating $x_2$, then sum; get $\sum x_2^2$

$$\sum x_2^2 = 2427.78$$

g. Determining $t$ by formula:

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2}\right) \left(\frac{N_1 + N_2 - 2}{N_1 \cdot N_2}\right)}}$$
M1 - M2
\[ t_0 = \frac{\sqrt{\sum x_1^2 + \sum x_2^2}}{\sqrt{(N_1 + N_2) (N_1 \cdot N_2)}} \]
\[ (N_1 + N_2 - 2) (N_1 \cdot N_2) \]

\[ t_0 = \frac{80.56 - 68.89}{\sqrt{(2544.45 + 2427.78) (18 + 18)}} \]
\[ 18 + 18 - 2 \quad 18 \quad 18 \]

\[ t_0 = 11.67 \]
\[ \frac{\sqrt{(4972.23) (36)}}{34 \quad 324} \]

\[ t_0 = 11.67 \]
\[ \frac{\sqrt{(17900.28)}}{11016} \]

\[ t_0 = 11.67 \]
\[ \frac{\sqrt{(16.249)}}{4.03} \]

\[ t_0 = 2.89 \]

df = N1 + N2 - 2

The df result (34) is not mentioned in the 't' table, for this reason the result may be checked for significance using a non-parametric method or the use of a larger sample size.
3. Data Interpretation

From the data calculation above, it is obtained that the result of $t_o$ is 2.89 and it is looked at the table of significant at 5% and 1% as follows:

At significance 5% is 2.04
At significance 1% is 2.75

It means that

to > tt = 2.89 > 2.04 in 5%
to > tt = 2.89 > 2.75 in 1%

So, to > tt

2.04 < 2.89 > 2.75

The result of statistic calculation shows that there is a difference between the score from the result learning in experiment class with the score from the result learning in control class. The average of score from experiment class is higher than control class (80.56 > 68.89).

By looking at the gained score, Audio Lingual Method gets 200 and Grammar Translation Method gets 125. It means that teaching pronunciation by using Audio lingual Method is higher than Grammar Translation Method.

4. Test of Hypotheses

As mention before in chapter I, the writer proposed hypotheses as follows:

1. The experimental hypotheses (Ha): is there a significance differences in teaching pronunciation by using Audio Lingual Method and Grammar Translation Method at fifth year students of SDN Bidaracina 01 Pagi.
2. The null hypotheses (Ho): is there no significance difference teaching pronunciation by using Audio Lingual Method and Grammar Translation Method at fifth year students of SDN Bidaracina 01 Pagi.

To prove the hypothesis above, the writer uses the result score of experiment class and control class which is calculated by 't' test and follows assumptions as below:

a) If the result calculation to is higher than t₀ (t₀ > tₐ'), the alternative hypotheses (Ha) is accepted and null hypotheses (Ho) is rejected. It means that there is a significant difference between teaching pronunciation by using Audio Lingual Method and Grammar Translation Method.

b) If the result calculation to is lower than t₀ (t₀ < tₐ'), the alternative hypotheses (Ha) is rejected and null hypotheses (Ho) is accepted. It means that there is no significant difference between teaching pronunciation by using Audio Lingual Method and Grammar Translation Method.

The result of statistic calculation indicates that to > t₀, (2.89 > 2.04 at 5% and 2.89 > 2.75 at 1%) is significant. There is a difference between the average of score from the result in experiment class and control class. The result score of experiment class is higher than control class, so Ha (alternative hypotheses) is accepted and Ho (null hypotheses) is rejected.
BIBLIOGRAPHY


RENCANA PELAKSANAAN PEMBELAJARAN
(Experiment Class by Using Audio Lingual Method)

I. IDENTITAS
Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : SDN Bidaracina 01 Pagi
Kelas/ Semester : V/ I
Alokasi Waktu : 2 x 35 menit
Topik : Pronunciation (sound, stress and intonation)
Tahun Pelajaran : 2007/2008

II. STANDAR KOMPETENSI
1. Mendengarkan
   Memahami instruksi sangat sederhana dengan tindakan dalam konteks sekolah.
2. Berbicara
   Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

III. KOMPETENSI DASAR
1.1 Merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas dan sekolah.
1.2 Merespon instruksi sangat sederhana secara verbal.
2.3 Bercakap – cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf, memberi maaf, melarang, memuji, dan mengajak.
2.4 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: thank you, sorry, please, dan excuse me.

IV. INDIKATOR
Guru memberikan koreksi pada kata-kata yang dianggap salah dan sulit.

Guru memberikan hand out yang di dalamnya terdapat contoh-contoh dua sound yang berbeda beserta gambar kemudian siswa diminta untuk menghafalnya.

Guru memberi contoh pelafalan dari contoh - contoh dua sound yang berbeda.

Siswa di bagi menjadi 2 kelompok.

Guru memerintahkan pada tiap kelompok untuk melafalkan contoh - contoh dua sound secara bergantian.

Guru kembali mengoreksi ucapkan siswa.

Guru mengambil kembali hand out.

Guru membacakan kembali contoh-contoh 2 sound yang berbeda.

Siswa mendengarkan dan mengulang secara bersama.

Guru menunjuk tiap - tiap siswa untuk mengulang contoh - contoh dua sound yang beda.

Penutup

Refleksi : mengadakan tanya jawab tentang materi yang baru saja dipelajari dan bertanya tentang hambatan - hambatan siswa pada saat pelajaran berlangsung.

Pertemuan 2

Pendahuluan

- Guru memberi salam pada siswa dengan menggunakan kalimat "Good afternoon!".
- Guru menayakan kedaaan dan kabar siswa dengan menggunakan kalimat "How is your life today?".
- Guru mereview pelajaran yang telah lalu.
- Guru memotivasi siswa untuk lebih aktif berpartisipasi dalam proses pembelajaran.

Kegiatan Inti

- Siswa...
Guru melafalkan dialog yang di dalamnya terdapat ungkapan -ungkapan yang mengandung stress dan intonation tertentu.
Guru meminta siswa untuk mengikuti dan melafalkan kalimat - kalimat tersebut secara bersama-sama.
Guru mengambil salah satu peran dalam dialog tersebut sementara siswa menjadi lawan bicara.
Guru memberikan koreksi pada kata-kata yang dianggap salah dan sulit.
Guru memberikan hand out yang di dalamnya terdapat dialog yang tadi dilatihkan.
Siswa di bagi menjadi 2 kelompok.
Guru memerintahkan pada tiap kelompok untuk melafalkan dialog tersebut secara bergantian.
Guru kembali mengoreksi ucapan siswa.
Guru menginstruksikan siswa untuk menghafal dialog tersebut.
Guru mengambil kembali hand out.
Guru menunjuk tiap -tiap siswa untuk bermain peran dalam dialog tersebut.
Guru mengoreksi stress dan intonation mereka dengan menunjukan bagian- bagian tertentu di papan tulis.
Guru dan siswa bersama - bersama mengulang kembali dialog tersebut.

Penutup

Refleksi : mengadakan tanya jawab tentang materi yang baru saja dipelajari dan bertanya tentang hambatan -hambatan siswa pada saat pelajaran berlangsung.

Pertemuan 3

Pendahuluan

- Guru memberi salam pada siswa dengan menggunakan kalimat “Good afternoon!”.
- Guru menyayangkan kedaaan dan kabar siswa dengan menggunakan kalimat “How is your world today?”.
2. Siswa mampu mengidentifikasi stress dan intonation secara sederhana.
3. Siswa mampu mengucapkan bunyi dari dua sound yang berbeda.
4. Siswa mampu mengucapkan stress dan intonation dalam kalimat sederhana.

V. MEDIA, METODE, DAN SUMBER PEMBELAJARAN
1. Media : white board and hand out
2. Metode : Grammar Translation Method
3. Sumber Pembelajaran :

VI. SKENARIO PEMBELAJARAN
Pertemuan 1
Pendahuluan
- Guru memberi salam pada siswa dengan menggunakan kalimat “Good afternoon!”.
- Guru menayangkan keadaan dan kabar siswa dengan menggunakan kalimat “How are you today?”.
- Guru memperkenalkan diri.
- Guru memberitahuankan tujuan pembelajaran dan meminta siswa untuk lebih aktif berpartisipasi dalam proses pembelajaran.

Kegiatan Inti
- Guru memberikan hand out berupa kalimat yang di dalamnya terdapat contoh – contoh dua sound yang berbeda.
- Guru membacakan kalimat – kalimat tersebut.
- Guru memerintahkan siswa untuk membaca bersama –sama.
Guru meminta siswa untuk menandakan kata – kata yang mereka anggap sulit.

Guru menjelaskan atau memberitahukan arti kata – kata tersebut.

Guru menginstruksikan siswa untuk mengartikan semua kalimat tersebut dengan melihat kamus.

Guru menuliskan contoh – contoh dua sound yang berbeda dalam hand out di papan tulis.

Guru memerintahkan siswa untuk mencari cara pengucapan contoh – contoh tadi dalam kamus.

Guru mengucapkan cara baca (pronounce) sound.

Guru memerintahkan siswa untuk mengucapkan sound yang beda secara bersama-sama.

Guru melatih siswa untuk menuliskan sound yang sesuai dengan yang guru ucapkan.

Guru memerintahkan siswa untuk mengoreksi hasil latihan bersama-sama.

Penutup

Refleksi: mengadakan tanya jawab tentang materi yang baru saja dipelajari dan bertanya tentang hambatan -hambatan siswa pada saat pelajaran berlangsung.

Pertemuan 2

Pendahuluan

Guru memberi salam pada siswa dengan menggunakan kalimat “Good afternoon!”.

Guru menanyakan kedaan dan kabar siswa dengan menggunakan kalimat “How is your life today?”.

Guru mereview pelajaran yang telah lalu.

Guru memotivasi siswa untuk lebih aktif berpartisipasi dalam proses pembelajaran.
SOUND

1. *Three* boys sit under the *tree*.
2. There are the *sheep* in the *ship*.
3. He buys the blue *pen* and new *pan*.
4. Put the *card* in the *car*.
5. I say *air* not *ear*.
6. The *mouse* has little *mouth*.
7. *God* creates *goat*.
8. The *bird* pecks his *beard*.
9. He breaks the *bowl* by the *ball*.
10. *She* goes to the *sea* every morning.
<table>
<thead>
<tr>
<th>3</th>
<th>Three</th>
<th>Tree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheep</td>
<td>Ship</td>
<td></td>
</tr>
<tr>
<td>Pen</td>
<td>Pan</td>
<td></td>
</tr>
<tr>
<td>Car</td>
<td>Card</td>
<td></td>
</tr>
</tbody>
</table>
STRESS AND INTONATION

Dialogue

Ani : Good morning, Dina, how are you today?
Dina : I am fine, Ani.
Ani : Where are you going?
Dina : I am going to the shop. I want to buy thirteen books.
Ani : Where?
Dina : At Griya Buku on Jl. Dahlia number thirty.
Ani : Oh.. I want to buy an interesting book story too for my sister, April.
Dina : Let’s we go together by bus!
Ani : How about the cost. Is it expensive?
Dina : No, it is not. Look! The bus is coming. Come on!
## PRONUNCIATION TEST

**Name:**

**Date:**

### I. Sounds

<table>
<thead>
<tr>
<th>three</th>
<th>ship</th>
<th>pan</th>
<th>car</th>
<th>ear</th>
<th>mouth</th>
<th>god</th>
<th>bird</th>
<th>bowl</th>
<th>she</th>
</tr>
</thead>
<tbody>
<tr>
<td>tree</td>
<td>sheep</td>
<td>pen</td>
<td>card</td>
<td>air</td>
<td>mouse</td>
<td>goat</td>
<td>beard</td>
<td>ball</td>
<td>sea</td>
</tr>
</tbody>
</table>

### II. Stress/Intonation

<table>
<thead>
<tr>
<th>Words/ Sentence</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shop</td>
<td></td>
</tr>
<tr>
<td>2. Thirty</td>
<td></td>
</tr>
<tr>
<td>3. Thirteen</td>
<td></td>
</tr>
<tr>
<td>4. April</td>
<td></td>
</tr>
<tr>
<td>5. Interesting</td>
<td></td>
</tr>
<tr>
<td>6. Today?</td>
<td></td>
</tr>
<tr>
<td>7. Come on!</td>
<td></td>
</tr>
<tr>
<td>8. Good morning!</td>
<td></td>
</tr>
<tr>
<td>9. Look!</td>
<td></td>
</tr>
<tr>
<td>10. Is it expensive?</td>
<td></td>
</tr>
</tbody>
</table>
### Table I

The students’ score of experiment class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre - Test</th>
<th>Post- Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aldi</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>Fadhil M</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>Aditya Septiadi</td>
<td>60</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>Juniarta S.</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>Anggita Hadi P.</td>
<td>75</td>
<td>90</td>
<td>15</td>
</tr>
<tr>
<td>Dinas Febrianto</td>
<td>80</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>Maulidiah</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>Farhan Rizqullah</td>
<td>80</td>
<td>90</td>
<td>10</td>
</tr>
<tr>
<td>Mukhlis S.</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Nurseptiani</td>
<td>85</td>
<td>85</td>
<td>0</td>
</tr>
<tr>
<td>Adelia Restian</td>
<td>85</td>
<td>95</td>
<td>10</td>
</tr>
<tr>
<td>Rizkia Maulidini</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Siti Aulia C.</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>Elton Chong</td>
<td>85</td>
<td>95</td>
<td>10</td>
</tr>
<tr>
<td>Anggun Kurnia</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>Abdillah Muqita</td>
<td>85</td>
<td>90</td>
<td>5</td>
</tr>
<tr>
<td>Sri Rizki A.</td>
<td>75</td>
<td>90</td>
<td>15</td>
</tr>
<tr>
<td>Bondan Cipta</td>
<td>70</td>
<td>90</td>
<td>20</td>
</tr>
<tr>
<td><strong>∑ = 1250</strong></td>
<td><strong>∑ =1450</strong></td>
<td><strong>∑ = 200</strong></td>
<td></td>
</tr>
<tr>
<td>Average = 1250</td>
<td>Average = 1450</td>
<td>Average = 200</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>= 69.44</td>
<td>= 80.56</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>
Table II

The students’ score of control class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre - Test</th>
<th>Post - Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paulus Prasetyo</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Fiky P.K</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Rika</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>A. Baihaki</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>Rizkia Dwi S.</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Safira</td>
<td>65</td>
<td>70</td>
<td>5</td>
</tr>
<tr>
<td>Syifa Chuzaimah</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>Adelia Septiana</td>
<td>40</td>
<td>45</td>
<td>5</td>
</tr>
<tr>
<td>Nur Rohman G.</td>
<td>70</td>
<td>70</td>
<td>0</td>
</tr>
<tr>
<td>Ria Adelia</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>Maulana I.</td>
<td>70</td>
<td>75</td>
<td>5</td>
</tr>
<tr>
<td>M. Dwi U.</td>
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<td>70</td>
<td>5</td>
</tr>
<tr>
<td>Husan Sahatna</td>
<td>80</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Eni Ahmad R.</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Aldira Rizky I.</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Priyati O.</td>
<td>55</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>A. Riyan</td>
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<td>85</td>
<td>0</td>
</tr>
<tr>
<td>Risnanda T.</td>
<td>75</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ \text{Average} = \frac{1115}{18} = 61.94 \]

\[ \text{Average} = \frac{1240}{18} = 68.89 \]

\[ \text{Average} = \frac{125}{1} = 12.5 \]
Table III

The score of experiment and control class

<table>
<thead>
<tr>
<th>Students</th>
<th>X1</th>
<th>X2</th>
<th>x1</th>
<th>x2</th>
<th>x1²</th>
<th>x2²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>50</td>
<td>-15.56</td>
<td>-18.89</td>
<td>242.1136</td>
<td>356.8321</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>70</td>
<td>-15.56</td>
<td>1.11</td>
<td>242.1136</td>
<td>1.2321</td>
</tr>
<tr>
<td>3</td>
<td>85</td>
<td>50</td>
<td>4.44</td>
<td>-18.89</td>
<td>19.7136</td>
<td>356.8321</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>70</td>
<td>-25.56</td>
<td>1.11</td>
<td>653.3136</td>
<td>1.231</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>80</td>
<td>9.44</td>
<td>11.11</td>
<td>89.1136</td>
<td>123.4321</td>
</tr>
<tr>
<td>6</td>
<td>85</td>
<td>70</td>
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N=18 \[
\sum X1 = 1450 \quad \sum X2 = 1240 \quad \sum x1 = 0 \quad \sum x2 = 0 \quad \sum x1^2 = 2544.45 \quad \sum x2^2 = 2427.78
\]
Terkadang siswa malu untuk bicara terbuka lalu waktu yang terbatas sebab bahasa Inggris hanya 2 jam dalam seminggu, sementara jumlah siswa banyak, dan lagi sangat sulit memberikan test pronunciation satu persatu.

8. Apa yang telah Bapak lakukan untuk mengatasi masalah tersebut?
Saya mencoba learning by peer atau siswa yang sudah agak bagus untuk maju ke depan dan memimpin temannya yang lain.

9. Apa hasilnya memuaskan?
Minimal dengan kata sederhana seperti ‘good morning’, mereka akan mengulang kata tersebut walaupun hasilnya bersifat keseluruhan. Dan dengan melatihkannya secara perbaris setidaknya bisa mewakili.

10. Menurut Bapak, seberapa penting melatihkan pronunciation pada siswa Bapak?
Saya kira dalam lembaga pendidikan pronunciation harus mencapai 70 %.

Jakarta, 23 November 2007

Interviewer

Anna Fauzhia
NIM. 103014027029

Interviewee

Zainal Abidin, Amd
SURAT KETERANGAN

NOMOR : 24 / 089.6 / XI.07

Yang bertanda tangan di bawah ini, kepala SDN Bidaracina 01 Pagi Jakarta menerangkan bahwa:

Nama : ANNA FAUZIAH
NIM : 103014027029
Fakultas/ Jurusan : Tarbiyah/ Pendidikan Bahasa Inggris
Judul Skripsi : Teaching Pronunciation by Using Audio Lingual Method (A Case Study at Fifth Year Students of SDN Bidaracina 01 Pagi, Jakarta)

Benar-benar telah melakukan penelitian di SDN Bidaracina 01 Pagi Jakarta untuk melengkapi data penulisan Skripsi tersebut.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jakarta, 30 November 2007

Kepala Sekolah

[Signature]
Jakarta, 14 Agustus 2007

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

Kepada Yth,
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan
Di
Tempat

Assalamu’alaikum Wr. Wb.

Salam sejahtera dan silaturahmi saya haturkan, semoga Bapak senantiasa berada dalam lindungan Allah SWT dan selalu sukses dalam menjalankan aktifitas sehari-hari. Amin.

Sehubungan dengan akan berakhirnya masa Studi Program Strata (S 1) yang saya tempuh, maka saya yang bertanda tangan di bawah ini:

Nama : ANNA FAUZIAH
NIM : 103014027029
Semester : IX
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Bermaksud untuk mengajukan judul skripsi sebagaimana tertera di bawah ini: 
"Teaching Pronunciation By Using AudioLingual Method" (A Case Study at Fifth Year Students of SDN JatiKramat III, BEKASI)

Sebagai bahan pertimbangan bagi Bapak, bersama ini saya lampirkan:
1. Outline,
2. Abstraksi, dan
3. Daftar Pustaka Sementara.

Demikianlah judul skripsi saya ajukan, dengan harapan semoga Bapak berkenan meyetujui. Atas segala perhatiannnya, saya haturkan terima kasih.
Wassalamu’alaikum Wr. Wb.

Mengetahui

Ketua Jurusan Pendidikan Bahasa Inggris

Drs. Nasrun Mahmud, M.Pd
NIP: 150 041 070

Pemohon

Anna Fauziah
NIM: 103014027029
Dengan ini diharapkan kesediaan Saudara untuk menjadi Pembimbing I/II (materi/teknik) penulisan skripsi mahasiswa:

<table>
<thead>
<tr>
<th>Nama</th>
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<tbody>
<tr>
<td>NIM</td>
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<td>IX</td>
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Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 bulan berikutnya tanpa surat perpanjangan.

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

Wassalamu’alaikum wr. wb.
Assalamu 'alaikum wr. wb.

Dengan hormat kami sampaikan bahwa,

Nama : Anna Fauziah
NIM   : 103014027029
Jurusan: Pendidikan Bahasa Inggris
Semester: IX
Judul Skripsi: Teaching Pronunciation by Using Audio Lingual Method

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyiapkan skripsi, dan akan mengadakan penelitian 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.

An. Dekan
Kabag Tata Usaha

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan

NIP. 236 356
Assalamu'alaikum wr. wb.

Dengan hormat kami sampaikan bahwa,

Nama : Anna Fauziah
NIM : 103014027029
Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Judul Skripsi : Teaching Pronunciation by Using Audio Lingual Method

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

Untuk itu kami mohon bantuan Saudara terhadap mahasiswa tersebut dalam melaksanakan penelitian dimaksud.

Atas perhatian dan bantuan Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr. wb.

An. Dekan
Tata Usaha

236 356

Tmbusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik