



**THE USE OF AUDIO-LINGUAL METHOD TO
IMPROVE STUDENTS' ORAL PAST TENSE
(The case of the tenth grade students of SMA Kesatrian 1
Semarang in the Academic Year of 2010/2011)**

a final project

submitted in partial fulfillment of the requirements of the degree of *Sarjana
Pendidikan* in English Language Education

by

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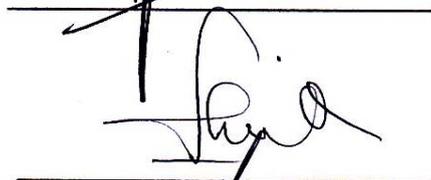
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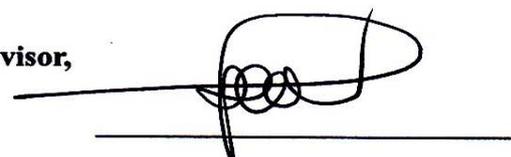
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**THE USE OF AUDIO-LINGUAL METHOD TO IMPROVE STUDENTS'
ORAL PAST TENSE**

**(The case of the tenth grade students of SMA Kesatrian 1 Semarang in the
Academic Year 2010/2011)**

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakbenaran, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

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Yang membuat pernyataan

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Knowledge is a comfortable and necessary retreat and shelter for us in advanced age; and if we do not plant it while young, it will give us no shade when we grow old (Lord Chesterfield).



To:
my beloved Dad; Kawit Suharjo,
my beloved Mom; Wasiah P,
my young Sisters; Ani and Indah,
my inspiring dear, and
my motivating friends.

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ABSTRACT

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Keywords: Audio-lingual Method, Improve, Students' Oral Past Tense.

This final project is mainly concerned with the use of audio-lingual method to improve students' oral past tense by the tenth grade students of SMA Kesatrian 1 Semarang. The objectives of this study are to implement the audio-lingual method in grade X.4 students of SMA Kesatrian 1 Semarang in teaching learning process and know the extent of using audio-lingual method improves the oral past tense of SMA Kesatrian 1 Semarang students.

Based on the standard competence in the year 1 semester 1, it covers understanding and responding meaning in the transactional and interpersonal conversation in the daily context. Meanwhile, the basic competence is responding the meaning in the transactional conversation (to get things done) which contains some expressions can be used in a dialog the students practice in this study by using audio-lingual method. Thus, it is still relevant and applicable to be implemented in the school-based curriculum.

The design of this study was a classroom action research. It was conducted in two cycles which consisted of six meetings that covered a pre-test, cycle 1 test and a post-test. Then, I started this study from November 25, 2010 to January 13, 2011. The instruments I used were tests, field notes, and a questionnaire. To analyze the data, I used the marking scale of Hughes (2003) to assess the students' speaking performance in dialog.

The result of this study showed that the students' oral past tense of SMA Ksatrian 1 Semarang improved after being given the treatments by using single-slot substitution drill and transformation drill. The mean score of the pre-test was (55.25), the cycle 1 test (65.40), and the post-test (76.03). Then, the students' behaviors in receiving the materials in teaching learning activities and performing the oral past tense were also significantly progressing.

In line with the result, I propose that the audio-lingual method is one of the effective methods to improve students' oral past tense. In addition, I also suggest for teachers and researchers later to develop this study about audio-lingual method to be well elaborated by another modern method because this method was an old method. Hopefully, this study will encourage teachers to use the audio-lingual method in teaching learning activities especially in oral past tense.

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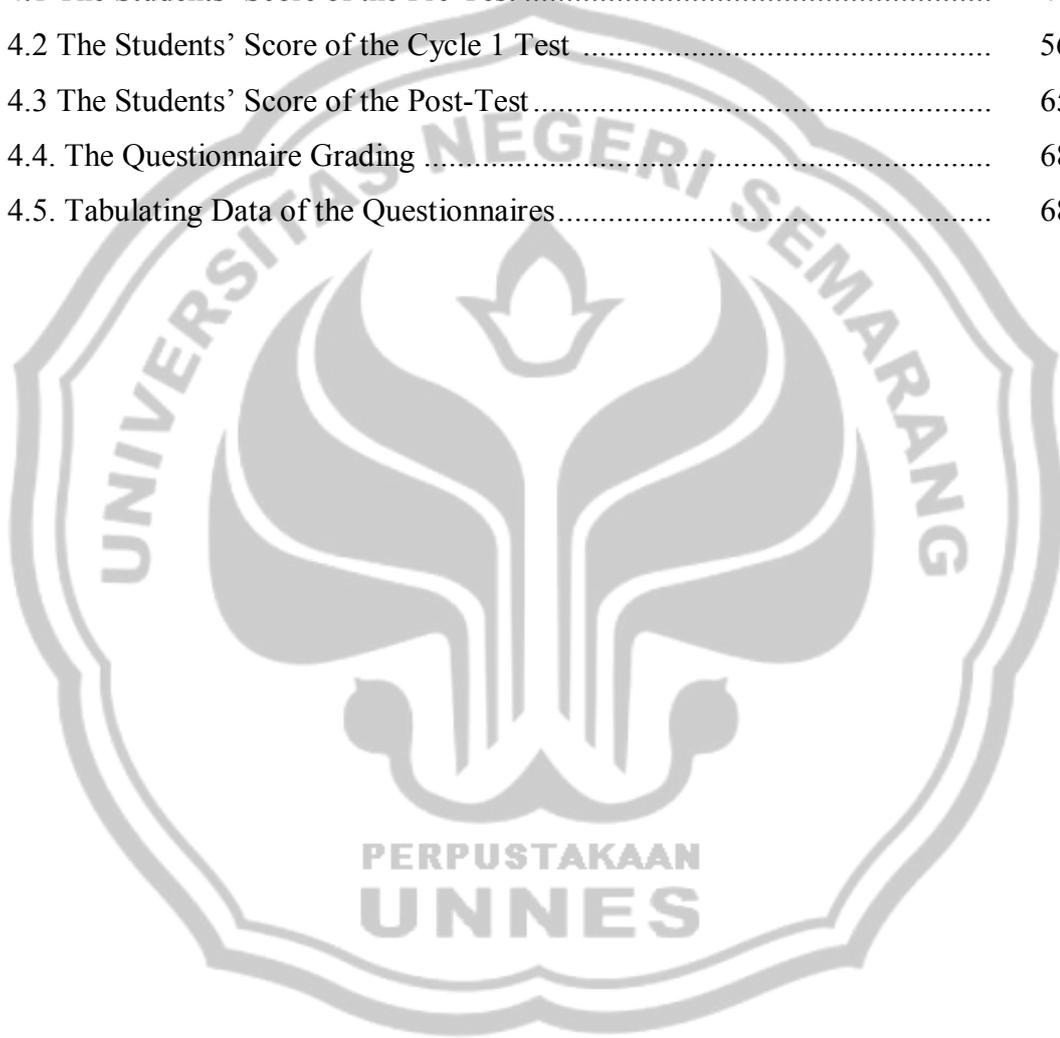
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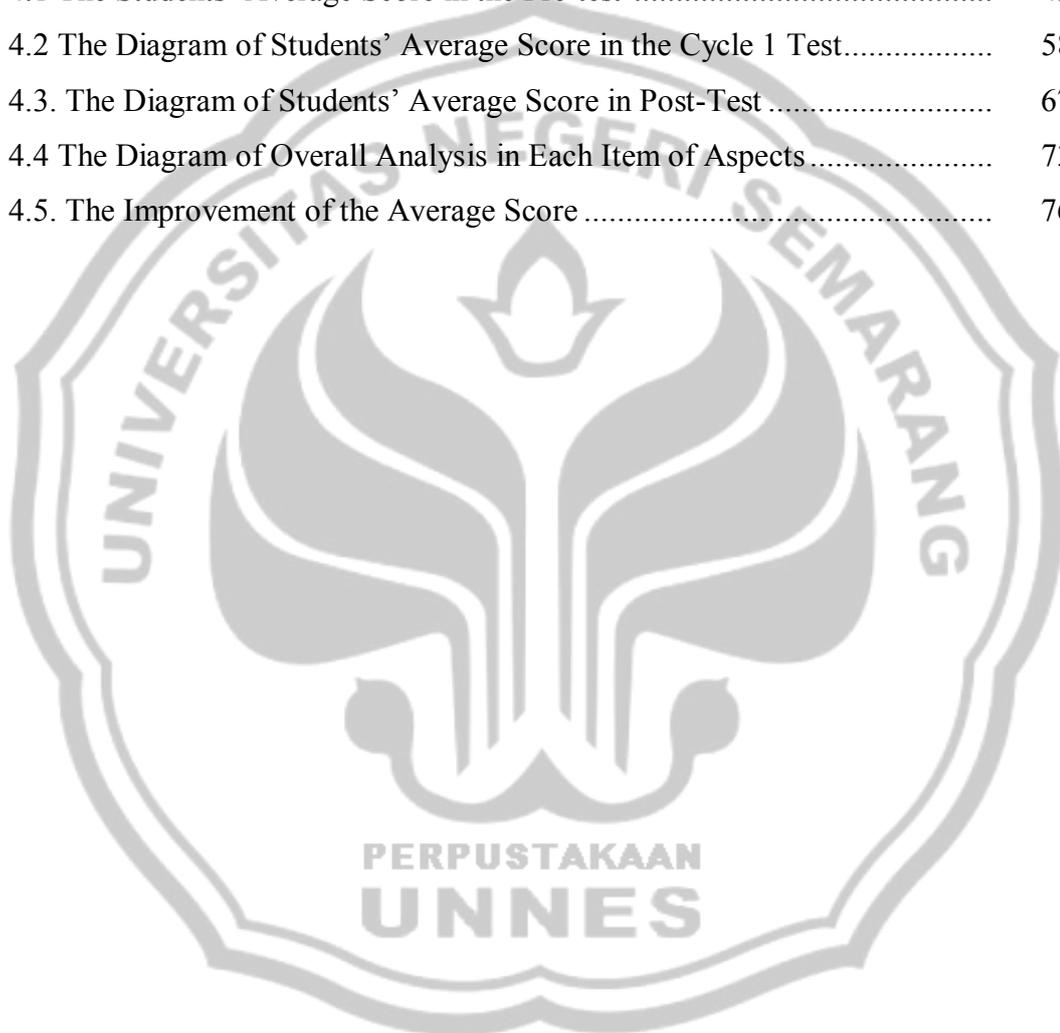
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PERPUSTAKAAN
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LIST OF ABBREVIATIONS

KTSP	Kurikulum Tingkat Satuan Pendidikan
SNP	Standar Nasional Pendidikan
BNSP	Badan Nasional Standar Pendidikan
SKL	Standar Kompetensi Lulusan



CHAPTER I

INTRODUCTION

In this chapter, I would like to present an introduction of the study which consisted of background of the study, reasons for choosing the topic, statements of the problems, objectives of the research, significance of the study, and outline of the study.

1.1 Background of the Study

As a human being, we need to communicate with other people around the world. It is impossible for us to talk with someone else silently without any single word produced. Then, the information can not be achieved well because there is no interaction among them.

We always keep in touch daily of course by using language. Language is a medium in the communication that the aims are to talk, share, and make a transaction in any cases. It can be easily understood if the language is spoken by people in the same nationality as a first language. The people get the difficulties in producing language when they are in the different nationality.

English as an international language is used almost in every country in the world. Moreover in the globalization era, everyone should master English since it has become a language that can unite for all people in the world. Then, by mastering English someone can also get opportunities to improve their career in

the job competition not only in the level of mastering knowledge, technology and science but also in the business competition. Considering the importance of English in modernization, government decided to take English as the first foreign language. Everyone who has no ability in English will be stuck and left behind.

The existence of English in Indonesia as a foreign language becomes another steep obstacle for the teachers to enable the students to use English communicatively since it is not used in real daily conversation but it is only used at certain places, e.g. at schools and certain work places (Yuliati, 2008). People use English passively not actively in their daily activities.

Speaking is one of the major skills in language. Its aim is to get people to communicate with other surrounding people. To do this, they have to be aware of vocabulary and grammar. It seems to be nonsense if they don't use the vocabulary terms as a modal to speak the foreign language. Next, their idea of speaking can be easily understood if they apply the correct grammar.

The aim of English Education in Indonesia based on the current curriculum is to enable students to use English in communication. It means that teachers as the generator in teaching learning process has a very hard task to achieve the goal. Their jobs are not only to prepare the students to pass the examination but also to make sure that the students are able to use English in the real communication effectively. Unfortunately, teachers often forget this thing; most of the teachers just focus on preparing their students to pass the examination.

Halliday (1985:112) states that when we communicate, there is an exchange of meaning between the teacher and interlocutor to achieve mutual

intelligibility, a condition when the speakers understand each other during the communication breaks down, and in order to both sides can interact each other.

Bygate (2008: 3) defines one of the basic problems in foreign-language teaching is to prepare learners to be able to use the language. It depends on how actually the teacher's role in the teaching learning process. Many of them still use the native language mostly becomes the main part of learning. Both the teacher and students are not accustomed to using the the target or foreign language in a whole teaching learning process.

Teaching speaking of English in Indonesia significantly does not show the increase yet. As Hughes (2002: 50) notes that one of the most challenging tasks can be teaching interactive skills to lower levels of students. Because it reflects the starting point that language is used.

Furthermore, in teaching speaking, it becomes the problem when it does not reach its target and students are lack of patience and so forth. Those kinds of problems which commonly occur in teaching speaking should be really taken care and solved. Because the success or the failure in accomplishing teaching speaking and the implementation of the effective method relies heavily on teaching and learning process in the classroom.

Audio-lingual method or audiolingualism is a method or style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes those certain traits of living things, and in this case humans, could be trained through a system of reinforcement. This approach is similar to the previous one, the direct method. Like the direct method, the audio-lingual method

supposed that the students are taught a foreign language directly, without using the students' native language to explain new words or grammatical rule in the target language. However, unlike the direct method, the audio-lingual method doesn't focus on teaching vocabulary. Rather, the teacher drills the students in the use of spoken grammar.

On the other hand, Freeman (2000: 37) states the Audio-lingual Method drills students in the use of grammatical sentence pattern. It indicates that the focus of this lesson is to improve students' target language communicatively. The Audio-lingual Method consists of eleven techniques which can be achieved by the students. Therefore, I intend to give limitation of those techniques to be implemented in this study in order to ease the research later on. They are single-slot substitution drill and transformation drill. The consideration why I take those techniques to be implemented in this study is to check the students' grammatical sentence pattern.

Because this study focuses on the Audio-lingual Method, the grammatical competence is needed. Unfortunately, the grammatical rules are not shown here. The sentence pattern I would like to give is by presenting the pattern of simple past tense. The reason why I choose it as the sample is that the use of verb in the past form may sometimes contradict with its implementation done by the students in a dialog telling the past event. The frequency of using those verbs in the incorrect form until now still exist in this case.

In addition, the use of simple past tense is also still found some mistakes of using regular and irregular verbs. Thus, I intend to observe and analyze it by

conducting a research. Finally, the importance of English has become the main subject to be concerned almost in every field.

1.2 Reasons for Choosing the Topic

In the teaching learning process, the students learn English as a foreign language. They certainly get the difficulties to use it. Those problems absolutely occur when they communicate with other people in the real life situation. It can be, first, they are afraid of applying English itself as their native language. Second, they don't know what to say. Third, the materials also can not represent the students' need and willingness.

There are several reasons why I choose the topic are:

1. I intend to use whether or not the audio-lingual method can improve students' oral past tense rather than other methods such as grammar-translation and direct method.
2. I also would like to help the students who have troubles or mistakes to speak English especially in oral past tense as well as their native language by using audio-lingual method.
3. Speaking is one of the four basic skills in language. Its main goal is to use English communicatively and effectively in the daily life situation. It seems useless when the people or students learn English for a long time, but they never practise it. Moreover, the correct grammatical terms will help the students' speaking skill easily understandable. Thus, the existence of audio-

lingual method is expected to improve students' speaking skill either in the classroom or in the social activity.

Because of those reasons, I choose this topic about the use of audio-lingual method to improve students' oral past tense as a final project.

1.3 Statements of the Problems

There are two problems occur in this study. It is presented as follows:

1. How is the Audio-lingual Method implemented in grade X.4 of SMA Kesatrian 1 Semarang?
2. To what extent does the Audio-lingual Method improve the oral past tense of the tenth grade students of SMA Kesatrian 1 Semarang?

1.4 Objectives of the Research

The objectives of this research are:

1. to implement the Audio-lingual Method in grade X.4 of SMA Kesatrian 1 Semarang in teaching learning process, and
2. to know the extent of using Audio-lingual Method improves the oral past tense of SMA Kesatrian 1 Semarang students especially for the grade X.4 ones.

1.5 Significance of the Study

There are two significances of this study going to be presented :

1. This study gives the explanation about the implementation of Audio-lingual Method to overcome oral grammatical mistakes made by students.

2. This study also provides the extent of using the Audio-lingual Method improves the students' oral past tense done by the teacher in teaching speaking in the classroom activities.

1.6 Outline of the Study

The outline of the study later on will be drawn as follows. It helps the readers to see at glance what the research is all about.

Chapter I is an introduction. This chapter contains some information about background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study and outline of the study.

Chapter II, then, concerns with the review of related literature. This includes the review of previous studies, theoretical background and theoretical framework.

Chapter III shows the method of investigation. It provides the description of research design, subject of the study, role of the researcher, types of the data, the procedures of collecting data, instruments of the study and the procedures of analyzing data.

Chapter IV is about the data analysis and discussion of the research. It provides the overall explanation as a result of conducting the research done by the researcher.

Chapter V deals with conclusions and suggestions of the research. It is to sum up the research conducted by the researcher in the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I would like to present review of the previous studies, theoretical background and theoretical framework. Review of the previous studies illustrates the research that has been conducted before relating to this topic. Meanwhile, the theoretical background consists of the general concept of background knowledge of this study such as audio-lingual method, grammatical competence and speaking skill. Then, theoretical framework sums up them at last.

1.7 Review of Previous Studies

There have been numerous researchers coming up with a number of studies related to this topic. Those previous studies are presented in the following:

Anggraeni (2007) conducted a research entitled the audio-lingual method as an alternative method in teaching speaking to Junior High School. Meanwhile, the other researchers like Kharisma (2001) also held the research about a comparative study on the speaking achievement of students taught through the Audio-Lingual Method and Communicative Language Teaching at IEC 03 Banyumanik, Semarang.

Ardiyanto (2009), then, also conducted a research which still focused on Audio-lingual Method entitled the comparison of speaking achievements between

students taught using the direct method and the ones taught using the Audio-lingual Method in SMP N 3 Purwodadi.

Those researchers are basically implementing the effectiveness of Audio-lingual Method to influence the speaking ability. Later, in this study, I intend to conduct the similar study dealing with Audio-lingual Method. Yet, in this case, the focus of the study is on how effective the Audio-lingual method can improve the students' oral past tense.

In addition, after reconsidering the effectiveness of using Audio-lingual Method in teaching and learning English as a second or foreign language, I merely focus on the oral past tense of sentence pattern that affects students' speaking skill.

1.8 Audio-lingual Method

2.2.1 General Concept of Audio-lingual Method

Audio-lingual Method or Audio-lingualism is a theory or style of teaching used in teaching foreign languages. It is based on behaviorist theory which is the belief that learning should be based on psychological study of observable and measurable psychology only; psychological theory based on stimulus-response influenced audiolingualism.

This concept is strongly associated with the American psychologist B. F. Skinner (1904-1990). The philosophy behind behaviourist models is that learning takes place through interaction with the world through exposure to examples,

positive and negative stimuli, and then trial and error rather than from any inner faculty (Hughes, 2002: 17).

This approach is similar to the previous one, the direct method. Like the direct method, the Audio-lingual Method supposed that the students are taught a foreign language directly, without using the students' native language to explain new words or grammatical rule in the target language. However, unlike the direct method, the Audio-lingual Method doesn't focus on teaching vocabulary. Rather, the teacher drills the students in the use of spoken grammar.

On the other hand, Freeman (2000: 37) states the Audio-lingual Method drills students in the use of grammatical sentence pattern. It indicates that the focus of this lesson is to improve students' target language communicatively. The goal of this method for the students is to be able to use target language.

Meanwhile, Audio-lingual Method consists of eleven techniques which can be achieved by the students. Therefore, I intend to restrict those techniques to be implemented in this study in order to ease the research later on. They are single-slot substitution drill and transformation drill. The consideration why I take those techniques to be implemented in this study is to check the students' grammatical sentence pattern especially in the simple past tense orally.

The characteristics of the Audio-lingual Method may be summed up in the following order (adapted from Parator and Celce-Murcia, 1979):

1. New material is presented in dialogue form.
2. There is dependence on mimicry, memorization of set phrases, and over-learning.

3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural Patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than by deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.
8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is a great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.

2.2.2 Kinds of Techniques in Audio-lingual Method

There are many language learning techniques that have been developed by the pioneers in the language learning scenario. Some techniques which exist in the Audio-lingual Method are dialog memorization, backward build-up (expansion) drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill, question-and-answer drill, use of minimal pairs, complete the dialog and the last one is grammar game.

All of them are mostly drills. The drills, as part of the Audio-lingual Method, have been applied to the teaching of English especially speaking. In this case, teaching English as a foreign language makes teachers and students try to

use English as often as possible. The more we use spoken English as much as possible, the better of speaking skill we get.

The use of the drill techniques focus on one feature or a set of languages. This means that doing a particular process repetitively until it is reproduced without errors. Activities that present a model must be performed until mastery is gained. Simple correction is not as effective as reinforcement. The language learning techniques recommend the usage of visuals like slides, pictures, magazines, real life situations, stick figures and student position in relation to the helper, for new text drills.

Furthermore, drills and pattern practices are type of the Audio-lingual Method. (Richards, 1986). These include:

1. Repetition: where the student repeats an utterance as soon as he or she hears it.
2. Inflection: Where one word in a sentence appears in another form as repeated.
3. Replacement: Where one word is replaced by another.
4. Restatement: The student re-phrases an utterance

Drills can even be done to illustrate a grammar point. Take countable and uncountable nouns. Put the students in groups of four. Call out a noun and nominate a group. If it is uncountable the group repeats the word at the same time, if countable they say the word individually to show that countable nouns can be divided but uncountable ones cannot. (The TESL journal at <http://iteslj.org/>).

Drills can also be used to practice tenses, especially irregular past tense. For instance, accusing someone in the class for stealing your wallet. 'You stole my wallet,' elicit 'I didn't steal it, student B stole it,' student B continues, 'I didn't steal it, student C stole it! continue with: 'you ate my sandwiches, you broke the

window, you took my bag, you wrote on the board,' let the students make up their own examples.

Both teacher and students are supposed to apply speaking activities. Such as, it can be in the conversation or speaking class, discussion, or even in a debate class.

In order to reach the goal of speaking skill, the researcher just puts only three kinds of those techniques to be implemented along this research. They are presented as follow:

2.2.2.1 Single Slot Substitution Drill

This drill focuses on a dialog given by the teacher. Then, he or she changes only a part of the sentences in the dialog by replacing the cue. It can be showing pictures or other media related to the topic.

Larsen-Freeman (2000: 48) states that the teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling the slots of a sentence.

First of all, the teacher provides the dialogue. Then, the students follow the teacher's instruction based on the media, realia or visual aid he brings. Afterwards, the students are supposed to replace the slot of the sentence which is suitable to the part of speech.

Then, here is the example of the single-slot substitution drill existed in a dialog as follow:

Example:

Thomas: Good morning, martha.

Martha: Good morning, Thomas.

Thomas: How are you now?

Martha: Not bad, thanks. And you?

Thomas: I am very well. Where did you go last week?

Martha: I went to Singapore. What about you?

Thomas: It is wonderful. Last week, I just stayed at home.

Martha: I am sorry, Thomas. I am in hurry.

Thomas: yes, it is okay.

Martha: Good bye, Thomas.

Thomas: Good bye, Martha.

After doing this drill, I identify that the students do the grammatical mistakes or even error in the terms of irregular verb in the past form. Thus, this drill is going to be given in the very beginning of the research. The reasons are that I consider the level of difficulty among other drills of Audio-lingual Method and the students' lack of grammatical background knowledge upon the above dialogue.

2.2.2.2 Transformation Drill

The other drill in the Audio-lingual Method is transformation drill. It will be implemented in the last of the research. It is a little bit difficult than previous drills. Because the students are supposed to change the form or pattern of the

sentence, it needs long explanation. That is why, this drill is put in the last of this study in order not to make the students confused about it.

The teacher gives students a certain kind of sentence pattern, an affirmative sentence, for example. Students are asked to transform this sentence into a negative sentence (Larsen-Freeman, 2000: 49).

Another example of transformation drill is to ask for students to change an active sentence into passive sentence, a statement into a question, or direct speech into reported speech. The conclusion is on the contrary pattern of the instruction of the teacher gave. Besides, we have to change the form of the pattern, it can enhance our grammatical competence in a short term.

This type of drill can be difficult to put into context, but by having following examples, we can know the aim of this drill.

For example:

Prompt:	Response:
(+) I've got a red car.	→ (?) Have you got a red car?
(+) She's got a new bicycle.	→ (?) Has she got a new bicycle?
(+) I went to Bali	→ (-) I did not go to Bali.
(+) They sang a song	→ (-) They did not sing a song.
(?) Did you sleep last night?	→ (+) I slept last night.
(?) Did he buy a pen?	→ (+) He bought a pen yesterday.

Those sentence patterns are the change of affirmative into interrogative, affirmative into negative and interrogative into affirmative sentences. We can

make and elaborate the form by ourselves as long as it is still in the same way of the level form itself.

2.2.3 Objectives of Audio-Lingual Method

Basically, there are two kinds of objectives in Audio-lingual Method.

(1) Short-range objectives

This includes 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 (Brooks, 1964: 111).

(2) Long-range objectives

It must be language as the native speakers use it (Richards, 2001: 58). It means that the implication of audio-lingual method needs long term rehearsal to get used to creating the skill of spoken language as the native speakers do.

In practical level, the focus in the very early stages is on oral skills, with gradual links to other skills as learning develops. Meanwhile, the development of oral fluency is all relating to the teaching of listening comprehension, pronunciation, grammar and vocabulary.

1.9 Grammatical Competence

2.3.1 Definition of Grammatical Competence

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.

Lundquist (2009: 18) cites most English classes teach grammar as a foundation of spoken English. It can be right that the paradigm of learning foreign language well is from the basic rules of grammar. The aim is to get the understanding while applying spoken language.

Then, he explains this concept of grammatical competence:

“Grammar as we mean is simply your language, what your brain knows and allows you to use the language we will call your grammar, your grammar is what enables you to understand the very words you are now reading as well as to speak and writes words and sentences of your own. You have had a grammatical of English for as long as you have English.”

Based on the concept of grammar, we can take the idea of grammar. It comes from ourselves, as long as we understand what the interlocutor tells about.

2.3.2 The Importance of Grammatical Competence

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary (Bygate, 1987: 3). But there are other things involved in speaking issues, it can be inferred that the learners are trying to actually say something in second or foreign language. Yet, they still hesitate to speak, but it is meaningless due to the unknown background knowledge.

A beginning student doesn't have enough background knowledge to be able to construct sentences properly. Moreover, the instruction program only has enough teachers to correct every students' error. Consequently, the beginning students regularly use incomplete sentences having incorrect syntax and verb construction. The instruction often praises them for their valiant effort, in spite of

the reality that they are learning to use English incorrectly. The students will now need to know even more re-learning the correct syntax.

2.3.3 Aspects of Grammatical Competence

There are many aspects of grammatical competence. However, this study restricts the grammatical aspects of sentence or structure patterns. It is because of the high school students are still found some grammatical mistakes or even errors especially in using the main irregular verbs of simple past.

1. Simple Past

Simple past indicates that an activity or situation began and ended at a particular time in the past (Azar 1989: 24).

Simple Past:

S + V₂ + O/C

S: Subject

O: Object

C: Complement

V₂: Past Verb (either regular or irregular verbs)

Later on, to conduct this research, the grammatical rules and vocabulary are not necessarily stated explicitly. Because the aim of the audio-lingual method is to focus on spoken grammar especially in oral simple past tense. The students are supposed to achieve the target language communicatively.

1.10 Speaking Skill

2.4.1 Definition of Speaking Skill

There are four basic skills in language. They are listening, speaking, reading, and writing. Those four skills are connected smoothly, but they are different. They must be all acquired to be fluent in language. People may have a good ability to certain skills and poor to another.

Richards (2001: 58) states language is primarily speech in audiolingual theory, but speaking skills are themselves dependent on the ability to accurately perceive and produce the major phonological features of the target language, fluency in the use of the key grammatical patterns in the language, and knowledge of sufficient vocabulary to use with these patterns.

Based on the above principle, we have to combine the grammar, vocabulary, intonation, speech acts and other aspects in order to be understood by our interlocutor and reach the goal of communication. For the beginners of language, it is hard to do. They seem to have a kind of dirty speaking because they just speak whatever they want without good grammatical structures as long as the interlocutor understands what the speaker means.

Speaking is the productive skill in oral mode. It is like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

For many years, people teach speaking by having students' sentence repetition and recite memorized textbook dialogues (Nunan, 2003: 49). Starting from elementary to senior high school, most of the teachers use it as a basic materials to teach their students. Audio-lingual method or audiolingual repetition

drills were designed to familiarize students with the sounds and structural patterns of target language. Hopefully, people can learn to speak by practicing grammatical structures and then later using them in a conversation.

Although speaking is totally natural, speaking in a language other than our own is anything but simple. Language generated by the learner in speech or writing is referred to as productive. Meanwhile, language directed at the learner in reading or listening is called receptive. Thus, speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning. This statement is agreed by Lier as cited by Nunan (2003: 48): spoken language differs in many significant ways. Here are some key contrast:

Table 2.1. The Differences between Spoken and Written Language

Spoken Language	Written Language
Auditory	Visual
Temporary; immediate reception	Permanent; delayed reception
Prosody (rhythm, stress intonation)	Punctuation
Immediate Feedback	Delayed or no Feedback
Planning and editing limited by channel	Unlimited Planning, editing, revision

Nunan (2003).

Speaking has several meanings, like Bygate (1987: viii) describes that speaking is a skill deserves attention every but as much as literary skills, in both first and second language. There are two ways in which speaking can be seen as a skill, they are as follow:

1. Motor perceptive skills

This includes articulating, perceiving, recalling in the correct order sounds and structure of the language.

2. Interaction skills

It covers making decision about communication, such as what to say, how to say and whatsoever to develop it, in accordance with one's intentions, while maintaining the desired relation with others.

2.4.2 Speaking As a Skill

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of the contexts. Bygate (1987) adds that speaking is a skill, which deserves attention every bit as much as literary skills, in both first and second languages.

When students are learning a foreign language, they need to know a certain amount of grammar and vocabulary. The basic problems are to prepare learners to be able to use grammar and vocabulary themselves. In speaking, our brain is forced to produce the correct grammar and vocabulary faster than in writing.

Basically, Harmer (2007: 123) gives some points that there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practise real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know and provide feedback for both teacher

and students. Everyone can see how well they are doing: this can be both how successful they are and also what certain language problems they are experiencing so far. Finally, the students have more activities to activate the various elements of language they have stored in their brains.

Next, the students gradually become autonomous language users. It means that they will be able to use the words and phrases fluently without very much conscious thoughts. As a result, speaking activities in the classroom become their skill in acquiring English as foreign or second language.

2.4.3 Elements of Speaking

Harmer (2001: 269) states that the elements of that are necessary for spoken production are the following:

2.4.3.1 Language Features

(1) Connected Speech

Effective speakers of English need to be able not to produce the individual phonemes of English but also to use fluent 'connected speech.' For this reason, involving students in activity design especially to improve their connected speech should be done.

(2) Expressive Devices

Native speakers of English change the pitch and stress of particular parts of utterances and speed, and show by the other physical and non-verbal means how they are feeling.

The use of these devices contributes to convey meanings. They allow an extra expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

(3) Lexis and Grammar

Spontaneous speed is marked by the use of common lexical phrases, especially in the performance of certain language function. Therefore, teacher should supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprises, shock and approval.

Meanwhile, where the students are involved in specific speaking contexts such as job interview, they can be primed in the same way with certain useful phrases, which they can produce at various stages of an interaction.

(4) Negotiation Language

Effective speaking benefits from the negotiator language that attempts to seek clarification and to show the structure of what we are saying.

2.4.3.2 Mental / Social Processing

The success of speakers' productivity is also dependent on the rapid processing skills which compels:

(1) Language Processing

It covers the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

(2) Interacting with others

The effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling and knowledge of how linguistically to take turns or allow others to do so.

(3) (On the spot) information processing

It is quite apart from our response to others' feelings, we need to be able to process the information they tell us the moment we get it.

1.11 Teaching Speaking in Senior High School

2.5.1 Principles for Teaching Speaking

There are numerous principles for teaching speaking especially inside the classroom. Bailey (2003: 54-56) points five principles for teaching speaking as follows:

(1) Be aware of the differences between second and foreign language contexts.

Teaching speaking for foreign language learning and second language contexts are not the same. They have their own characteristics. In foreign language, the target language is not spoken in the daily activities. Therefore, their chances to use the target language outside the classroom are very limited.

On the other hand, in second language context, the target language is spoken in the daily life. It means that learners have much more opportunities to apply the target language outside of the classroom. Besides, the learners' speaking skills are notable, but after those skills progress to a certain proficiency level, they develop it no more. Their speech seems to stop developing at a point where it still

contains noticeable, patterned errors, such as: errors in grammar, vocabulary, pronunciation or any combination of problems which affect the learners' ability to speak in the target language.

(2) Give learners practice with both fluency and accuracy.

Regarding the importance of fluency and accuracy in speaking the target language, teachers should give the learners' opportunities to develop their fluency and accuracy. Teachers should not always interrupt the learners to correct their oral errors.

In contrast, they should provide activities to build their fluency and accuracy, and realize that making mistakes in learning a new language is natural.

(3) Provide opportunities for learners to talk by using group or pair work and limiting teacher talk.

In previous teaching method, the teachers seem to talk too much in the classroom. They hold almost in a whole of the teaching learning process. As a result, the learners had limited time to talk. Thus, it will be difficult for learners to develop their speaking ability. Therefore, teachers' talk should be limited.

Then, the use of group or pair work to make the students get involved during the lesson is one of some good ways.

(4) Plan speaking task that involves negotiation for meaning.

Negotiation for meaning is the process of interaction which involves both trying to understand and making ourselves believed. It covers checking to see whether we have understood what someone has just said, clarifying our understanding and confirming that someone has understood our meaning. By doing these, the

learners can learn and understand the language which is appropriate to their level from people they are speaking with.

(5) Doing classroom activities that involve guidance and practice in both transactional and interpersonal speaking.

Transactional speech is used in communication to get something done, including the exchange of our goods and/or services. Meanwhile, interactional speech is used to communicate with someone for social purposes. Thus, the transactional and interactional speech are very important in communication. In addition, the teachers need to provide some interesting activities which can trigger their speaking in the classroom.

2.5.2 Teacher's Role

Larsen-Freeman (2000: 45) defines that the teacher in Audio-lingual Method is like an orchestra leader, directing and controlling the language behavior of her or his students. She is also responsible for providing a good model for imitation to her or his students.

We believe that teacher's role here is the central model. Every teacher's behavior is to be observed by the students. Thus, he or she has to be aware of some instructions which are going to be given in the classroom.

2.5.3 Students' Role

Meanwhile, the learners' role in the Audio-lingual Method according to Larsen-Freeman (2000: 45) illustrates that students are imitators of the teacher's model or

the tapes of model speakers. They follow the teacher's directions and respond as accurately as possible.

1.12 School-Based Curriculum (KTSP)

School-based curriculum may become a new change of the previous curriculum competence-based curriculum. The importance of students involvement in teaching learning activities might also become the main concern that this curriculum was made. It is different from the previous curriculum that the center of learning is a teacher. Yet, the school based-curriculum requires students to be active in the classroom.

2.6.1 The Definition of School-Based Curriculum

There are many definitions relating to school-based curriculum. It may define as the operational curriculum which is designed and applied by each educational institution or educational groups (National Education Department, 2002).

School-based curriculum (KTSP) based on Education National Standard (SNP) is an operational curriculum which is formed and practiced by each school in Indonesia. ([www.puskur.net/inc/sma/Bahasa Inggris.pdf](http://www.puskur.net/inc/sma/Bahasa%20Inggris.pdf)) as quated in Amin (2010: 11).

Curriculum itself is the key to implement the concept of teaching learning activities. It has to be relevent to the national standard because school-based curriculum is developed by each school. Each region must have their own different competence. It is integrated in each content of mutual standard.

The School Based Curriculum (KTSP) based on Standar Nasional Pendidikan (SNP) is effective to be done in the formal and non-formal education, whether it is in elementary school, junior high school, and senior high school level. It is also designed based on Content Standard (Standar Isi) and Standar Kompetensi Lulusan (SKL) by Badan Standar Nasional Pendidikan (BNSP) as the guideline in education development.

2.6.2 The Goal of School-Based Curriculum

Substantially, the goal of school-based curriculum is how to make students and teacher more active in teaching learning activities. Besides, the students have to be active in teaching learning activities, the teacher also has to be creative to trigger their creativity to get involved in classroom activities.

Meanwhile, the general goal of School Based Curriculum is to give autonomy to the educational institutions and support the school to make decision in curriculum development.

2.6.3 The Characteristics of School-Based Curriculum

Alwasilah (2006) states some important characteristics of School Based Curriculum as follows:

(1) School Based Curriculum has flexibility principle; school is given a freedom to give extra four hours in a week that can be used as a local content or compulsory lesson.

- (2) School Based Curriculum needs schools' understanding and motivation to change old behavior that is dependent on the bureaucrat.
- (3) Creative teacher and active students
- (4) School Based Curriculum is developed with diversification principle; school takes a role as broker local wisdom.
- (5) School committee together with the teachers developed the curriculum.
- (6) School Based Curriculum is various and integrated; even though school is given autonomy in the development, school has to join the National Examination.

The school-based curriculum (KTSP) has the component which is called a syllabus. It is an outline and summary of topics to be covered in a course. The syllabus usually contains specific information about the course, such as an information on how, where and when to conduct the course, and specific classroom rules.

Basically, the focus of syllabus is on what is taught and in what order it is taught. School-based curriculum is made up up by Standard Competence and Basic Competence developed by the school itself.

The focus of this study is the implementation of audio-lingual method to improve students' oral past tense in SMA Ksatrian 1 Semarang which is still relevant and applicable in this current curriculum, school-based curriculum (KTSP). Based on the standard competence in the year 1 semester 1, it covers understanding meaning in the transactional and interpersonal conversation in the daily context and responding the meaning. Meanwhile, the basic competence is

responding the meaning in the transactional conversation (to get things done) which contains some expressions can be used in a dialog the students practice in this study by using Audio-lingual Method.

Thus, the use of audio-lingual method is still relevant and applicable in this current curriculum, school-based curriculum (KTSP) based on the contents and implementation in teaching learning activities.

1.13 Action Research

Action research is a kind of name given to an increasingly popular movement in educational research. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, and school-improvement schemes and so on, and, as such, it actively involves teachers as participants in their own educational process. Action research represents a growing field of educational research whose chief identifying characteristics is the recognition of the pragmatic requirements of educational practitioners for organized reflective inquiry into classroom instruction.

Next, action research is a kind of qualitative research. There are some experts define action research as follows:

1. Action Research is the systematic study of attempts to improve aducational practice by group of participants by means of their own reflections upon the effects of those actions (Ebbut in Hopkins, 1985).
2. Action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative

analysis or research to understand underlying causes enabling future predictions about personal and organizational change (Reason & Bradbury, 2001).

3. Wallace (1998: 13) states that action research is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decision about what the future lesson should be.
4. Harmer (2001: 344) argues that action research is a series of procedures teachers can engage in, either because they wish to evaluate the success and/or appropriacy of certain activities and procedures.

Meanwhile, action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change (Reason & Bradbury, 2001). After six decades of action research development, many methodologies have evolved that adjust the balance to focus more on the actions taken or more on the research that results from the reflective understanding of the actions.

According to Bristol (1993: 44), the definition of action research is a form of self-reflective inquiry undertaken by participants in social including educational situation in order to improve the rationality and justice of their understanding of the practices and the situations in which practices are carried out. From those explanations, one can conclude that the meaning of classroom action research is reflective action which is done to maintain the doers'

rationality in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better.

Furthermore, Hopkins explains that Action research has been described as an informal, qualitative, formative, subjective, interpretive, reflective, and experiential model of inquiry in which all individuals involved in the study know contributing participants. It has the primary intent of providing a framework for qualitative investigations by the teachers and researcher in complex working classrooms.

In short, action research is characterized by those constraints and strengths given a research methodology intended to be a workable technique for working classroom teachers. One can conclude that the meaning of classroom action research is reflective action which is done to maintain the doers' rationality in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better. An action research is done to improve a teaching learning process. Elliot (1991: 49) concludes that action research improves a teaching learning process by saying "The fundamental aim of action research is to improve practice rather than knowledge."

1.14 Theoretical Framework

Based on the previous explanations, I would like to give the outline of the materials about the topic going to be researched. Audio-lingual Method drills students in the use of grammatical sentence pattern. It indicates that the focus of this lesson is to improve students' target language communicatively. The goal

of this method for the students is to be able to use target language (Freeman, 2000: 37). It is based on behaviorist theory which is the belief that learning should be based on psychological study of observable and measurable psychology only; psychological theory based on stimulus-response influenced Audio-lingualism.

The Audio-lingual Method, like the direct method, is also an oral-approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual Method drills students in the use of grammatical sentence patterns. In its development, principles from behavioral psychology were incorporated. It was taught 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.

Drills, as part of the Audio-lingual Method, have been applied to the teaching of English especially speaking. In this case, teaching English as a foreign language makes teachers and students try to use English as often as possible. The more we use spoken English as much as possible, the better of speaking skill we get.

Meanwhile, Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Next, Lundquist (2009:18) cites that Most English classes teach grammar as a foundation of spoken English. It can be right that the paradigm of learning foreign language well is from the basic rules of grammar. The aim is to get the understanding while applying spoken language.

Speaking is the productive skill in the oral mode. It is like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

Speaking has several meanings, like Bygate (1987: viii) describes that speaking is a skill deserves attention every but as much as literary skills, in both first and second language. There are two ways in which speaking can be seen as a skill, they are as follow:

1. Motor perceptive skills

This includes articulating, perceiving, recalling in the correct order sounds and structure of the language.

2. Interaction skills

It covers making decision about communication, such as what to say, how to say and whatsoever to develop it, in accordance with one's intentions, while maintaining the desired relation with others.

The use of the drill techniques focus on one feature or set of the language. This means that repetitively doing a particular process till it is reproduced without errors. Activities that present a model must be performed till mastery is gained. Simple correction is not as effective as reinforcement. The language learning techniques recommend the usage of visuals like slides, pictures, magazines, real life situations, stick figures and student position in relation to the helper, for new text drills.

CHAPTER III

METHOD OF INVESTIGATION

In this chapter, I would like to present the following investigation method to achieve the objectives of this study, I used the following methodologies which are divided into eight sections: (1) research design, (2) subject of the study, (3) role of the researcher, (4) types of data, (5) procedures of collecting data, (6) instruments of the study, (7) procedures of analyzing data.

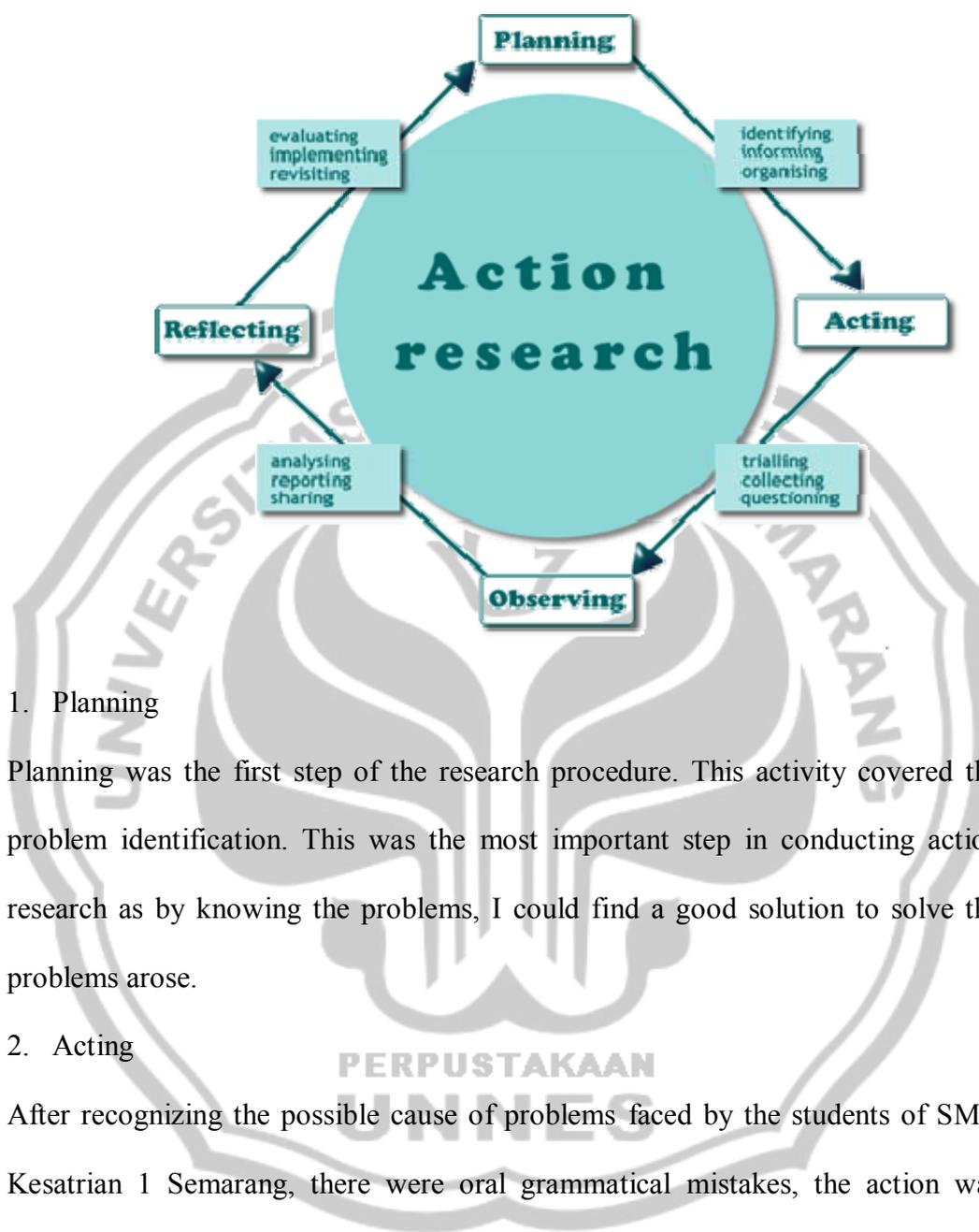
3.1 Research Design

This study was an action research which was concerned with the use of Audio-lingual Method to improve students' oral past tense. It used qualitative approach. Bodgan and Taylor (1992: 5) define qualitative method as a research procedure which produces descriptive data in the form of written or spoken record from individual as well as observed behaviour.

The purpose of qualitative research is to gather descriptive data which will be used to give a detail and in a depth description in order to develop the concept or understanding about something being researched. Thus, the resulted data do not require a statistical test and no hypothesis to test.

Kurt lewin (2004), then, develops action research into 4 major parts: planning, acting, observing, and reflecting, which become a continuous cycle and can be illustrated below:

Figure 3.1. Kurt Lewin Model of Action Research.



1. Planning

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, I could find a good solution to solve the problems arose.

2. Acting

After recognizing the possible cause of problems faced by the students of SMA Kesatrian 1 Semarang, there were oral grammatical mistakes, the action was decided in advance. The action was aimed to solve the problem.

3. Observing

Observing was the activity of collecting data to supervise to what extent the result of "acting" reach the objective. The data being taken were qualitative and quantitative data. The quantitative data in this case covered the students' progress

(the students' grammatical mistakes) while the qualitative data comprised students' interest, motivation, and class management. In short, in this phase, I was as the researcher elaborated kinds of data, the procedure of collecting data and instruments (observation, questionnaire, and so forth).

4. Reflecting

Reflecting was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, I could observe whether the activity had resulted any progress, what progress happened, and also about the positives and negatives, and so on. In the planning, I wanted to improve the students' grammatical competence in speaking skill. I would use the Audio-lingual Method for improving the students' achievement in speaking. There would be some steps like a pre-test, the teaching-learning activities, and post-test.

In short, action research is characterized by those constraints and strength given a research methodology intended to be a workable technique for working classroom teachers. One can conclude that the meaning of classroom action research is reflective action which is done to maintain the doers' rationality in doing their jobs to deepen their understanding of their action in order to make the teaching-learning process better. Elliot (1991: 49) concludes that action research improves a teaching learning process by saying "The fundamental aim of action research is to improve practice rather than knowledge."

3.2 Subject of the Study

The subject of this study was the tenth grade students of SMA Kesatrian 1 Semarang in the academic year 2010/2011. The school itself is located in Pamularsih street. It is crowded area in which many people do the daily activities passing that street. It takes fifteen minutes to get there.

In addition, the tenth grade students themselves as a population consisted of eleven classess which each class was 29 students. Then, I took the class X.4 as a sample of this research. The basic reason why I chose that school to be an object of the study was the willingness to apply the audio-lingual method in senior high school level. Because in the previous research, this method was conducted in junior high school level. Then, SMA Kesatrian 1 Semarang became an option in doing the research.

3.3 Role of the Researcher

In this case, I acted as an instrument and also the data collector. Then, the role of the researcher was a participatory observer in the teaching learning process. Before giving the treatment, I observed the students' speaking skill in the pre-test by recording. After knowing the particular grammatical mistakes, the research started to be held based on the result of pre-test.

3.4 Types of Data

The data of this study were transcript of students' speaking test and their scores in pre-test, cycle 1 test and also post-test. The transcript was analyzed in the

qualitative method which was explained descriptively. Moreover, the test was conducted merely to measure the oral grammatical mistakes done by the students. In addition, a questionnaire and students' observation sheet were also used to collect the data.

3.5 Procedures of Collecting Data

The data collection activities were conducted through several steps. First, I fulfilled some formal administrative procedures to get the school principal's permission to conduct the research. As soon as the permission was given, I met the English teacher to make an appointment for doing the observation. The activities were explained below:

3.5.1 Observation

As stated above, the observation was done by interviewing the English teacher and also observed the students' behaviors when they were taught by the teacher in the classroom. Then, the information I got from the teacher about the students' behaviors was used to determine how the treatment would be given.

3.5.2 Cycle 1

(1) Planning

Before conducting the classroom action research, I held a pre-test by recording the students' speaking in a dialog. From this recording, I found the students problems. An observation was also done to make sure what problems faced by the students

and what the solution to overcome it. After knowing the students' problem that was the mastery of simple past, I planned to conduct an action research by applying Audio-lingual Method as the treatments given to the students.

(2) Acting

After analyzing the recording taken on the pre-test, it showed that there were oral grammatical mistakes done by the students. Then, I conducted the classroom action research in cycle 1. There were three meetings in this cycle. They were two treatments and cycle 1 test. I acted as a teacher and taught the students. I taught them oral simple past by using Audio-lingual Method. Single slot substitution and transformation drills were applied in this cycle. Those two drills were used to teach the students.

(3) Observing

In this step, the cycle 1 test was held to measure how far the students achieved the treatments to overcome the oral grammatical mistakes. During this first cycle, I observed the students' behavior in receiving the materials and interacting the teaching learning activities. An observation list was used by the researcher to facilitate him on it. The recording of the students' performance during the test and their dialog transcripts then used as the data in this cycle 1.

(4) Reflecting

I reviewed the treatments and the cycle 1 test in the first cycle. The goal was to analyze whether there was lackness or not. The frequency of students produced the oral grammatical mistakes still occurred. Then, it was necessarily added in the

second cycle activities. The technique to overcome those problems was by using the transformation drill.

3.5.3 Cycle 2

(1) Planning

I planned to reconduct the action research in the second cycle. I did evaluations of the first cycle implication. This evaluation was used to find out if there were improvements or not. Moreover, whether students still got difficulties in performing oral past tense in a dialog or not. After analyzing the strenghts and weaknesses in the first cycle activities, the study was continually conducted to the second cycle. The consideration was based on the weaknesses of the students' awareness in delivering the oral past tense.

(2) Acting

In these activities, there were three meetings in the second cycle. Two of them were the treatments about transformation drill which was the students' problem in changing the form of sentences. Meanwhile, the rest was a post-test. I used the students' observation sheet to observe the students' behaviors in the second cycle, especially in receiving the materials from the teacher.

(3) Observing

Then, in the last activity, I conducted the post-test to measure the students' improvement during the second cycle. The post-test itself was nearly the same with pre-test. On the other hand, I gave a questionnaire to the students to know their response in involving the whole cycles.

(4) Reflecting

In the last step, I reviewed and summed up all cycles. It hoped that the learning objectives were achieved by implementing the use of Audio-lingual Method to improve students' oral past tense. It was supported by the data which were gained in this study that the students were pretty good in delivering the oral past tense with low frequency of doing mistakes.

3.6 Instruments of the Study

The instruments of this study consisted of three parts. They were:

3.6.1 Test

There were three tests in this study. They were pre-test, cycle 1 test and post-test. Then, they were described as follows:

(1) Pre-test

Pre-test was the first activity before the teacher did the teaching-learning activities and a post test. The students would perform the dialogue. Their voices and performance would be recorded by the teacher.

(2) Cycle 1 Test

Cycle 1 test was the test which was given after doing treatments. The purpose was to know whether there was improvement during the teaching learning activities or not. The test material was suited to the pre-test. I recorded the students' performance in delivering the oral past tense in the dialog.

(3) Post-Test

In the last activity, the students did a post-test. In this test, the students performed the dialog with certain situation from the teacher. The test material was nearly the same with the previous tests. Then, I recorded the students' voice.

3.6.2 Field Notes

I used the field notes to note down the class activities and improvements during the action step in each cycle. The guideline of the field notes encompassed:

- (a) Observation towards the students
 - (i) observed students' activities.
 - (ii) observed students' co-operation in their groups.
- (b) Observation towards the teachers' way of teaching

3.6.3 Questionnaire

I gave the questionnaire to the students in the last activity coincided with the post-test.

3.7 Procedures of Analyzing Data

After getting the data, I analyzed them in descriptive explanation. The data in this research were in the form of analyses taken from the data sources e.g. field notes or students' observation sheet and transcript of students' speaking test. The data sources were taken by using observation in whole class activities.

The observation was done by observing, recording & noting down the events happening in the classroom interaction. Meanwhile, the instrument for collecting the data was me, myself.



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter dealt with the result of the study in the first cycle and second cycle. Then, the overall analysis of study would be presented in the end of this chapter. In this classroom action research, the use of Audio-lingual Method was applied to improve students' oral past tense. It was divided into two cycles which were the first and second cycles. In each cycle, it consisted of planning, acting, observing and reflecting.

In the first cycle, it talked about using single-slot substitution drill and transformation drill in dialog to overcome students' problems in past tense as a result of pre-test. Then, in cycle 2 explained more about the obstacles which were faced in cycle 1. In this case, transformation drill was the main focus that would be discussed deeply later.

Besides, the test was one of the obtained data. It consisted of three tests. They were pre-test, cycle 1 test and post-test. The pre-test was given at very first place before doing the classroom action research. Then, the first cycle test was conducted in the end of the first cycle. Next, the post-test was also established in the end of the second cycle. Moreover, the questionnaire was also helpful to support the other data. It aimed at knowing the students' perspectives after being given the treatments.

3.8 First Cycle

In cycle 1, there were two meetings. The first meeting was conducted on January 3, 2011. The objectives of the lesson were to understand simple past tense especially regular and irregular verbs and be able to demonstrate the dialog in pairs well after exercising single-slot substitution drill.

Meanwhile, the second meeting was established on January 5, 2011. Its goal was to learn about the function of sentence form in the dialog and to be able to construct a new dialog in pairs in the end of the lesson.

In the cycle 1, I obtained the data from the oral test. It contained two tests. They were the pre-test and cycle 1 test. The pre-test itself had already been conducted before giving the treatment.

After giving the treatment, the cycle 1 test was conducted. Its purpose was to know the result or the progress of the treatments given by the researcher. Furthermore, its goal was to identify whether or not the students had developed the materials given by the teacher. The procedure of this test was mostly the same as the pre-test. The difference was in the topic or situation in the dialog based on the instruction of the researcher.

In the following statements, those meetings would be chronologically discussed.

4.1.1 Planning

As it has been explained above that before conducting the action research, I established a pre-test. It was held on September 9, 2010 to the tenth grade students

(X.4) of SMA Ksatrian 1 Semarang. The aim of the pre-test was to identify the students' oral grammatical mistakes by performing the dialog relating to the topic or situation given.

In the beginning of the pre-test session, I introduced myself to the class that I intended to conduct the research. Moreover, the class was under control to have the pre-test.

In conducting the pre-test, firstly, I gave the students a model in the form of short dialog orally entitled 'invitation' in order to make them understand before doing the test. Then, they had to pay attention to the teacher's explanation. Next, I divided the students into groups consisting of two persons for each group.

Afterwards, the students were given a particular situation entitled 'last vacation experience'. They had to make and arrange a good dialog with their partners in the same group like a model of the dialog given by the teacher. Then, I recorded the students' dialog while performing their own dialog. Furthermore, I analyzed the result of the pre-test and got the data before executing the treatments.

Next, I gave the time for the students to make the dialog. While they were creating the dialog, I prepared the media to record their performances. Finally, they had to perform the dialog in front of class in pairs. They were also supposed to perform it aloud.

The data which had been gained in the pre-test would be explained in details below.

Table 4.1. The students' Score of the Pre-test

No	Code	Score	No	Code	Score
1	S-01	48	16	S-01	48
2	S-02	49	17	S-01	47
3	S-03	58	18	S-01	56
4	S-04	59	19	S-01	-
5	S-05	62	20	S-01	58
6	S-06	57	21	S-01	49
7	S-07	61	22	S-01	67
8	S-08	48	23	S-01	60
9	S-09	48	24	S-01	49
10	S-01	49	25	S-01	54
11	S-01	55	26	S-01	52
12	S-01	54	27	S-01	49
13	S-01	68	28	S-01	49
14	S-01	56	29	S-01	58
15	S-01	79			

The mean of pre-test could be calculated below:

$$M = \frac{\Sigma x}{N}$$

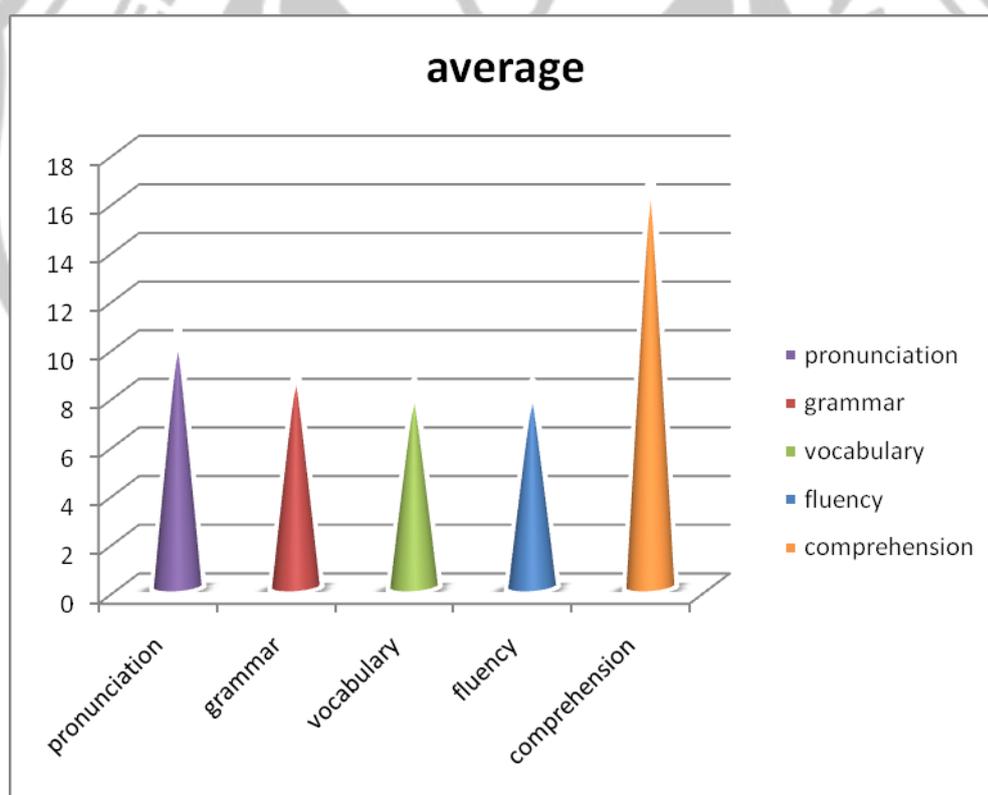
$$= \frac{1547}{28}$$

$$= 55.25$$

Basically, the total students were 29. Unfortunately, one of them was absent in the pre-test. That's why, there was one group consisting of three people. However, the test went on.

In the above data, the result of the pre-test showed that the students' ability in acquiring the oral past tense was still poor. It was proved by the average scores they got which was 55.25. Most of the students got bad scores. Yet, there were a few students got good scores. Thus, the action research would be given based on the students' problems in delivering oral past tense.

Figure 4.1. The Students' Average Score in the Pre-test



The further information for students' average scores:

- ❖ pronunciation : 10.93
- ❖ grammar : 9.36

- ❖ vocabulary : 8.54
- ❖ fluency : 8.54
- ❖ comprehension : 17.90

After knowing the pre-test result of the students' score in the table and diagram, I planned to conduct the classroom action research. First, I asked for permission to the head master and English teacher to do the treatments. After that, I prepared to make lesson plan and some instruments which would be taught in the first cycle.

Basically, the problems which occurred in this study were the misunderstanding in the use of simple past tense especially in the regular and irregular verbs, prepositions, modal auxiliaries and incomplete sentences. Most of the students had troubles to apply those criteria in the dialog.

Thus, I thought that it was obliged to treat them in the classroom action research by applying two techniques of Audio-lingual Method. They were single-slot substitution drill done in the first meeting and then transformation drill given in the second meeting. These two techniques were chosen with the consideration that these two techniques would effectively improve the students' mastery in performing spoken or oral past tense because audio-lingual method focused on drilling grammatical pattern in spoken form. As it has been strongly stated by Freeman (2000: 37) that the Audio-lingual Method drilled students in the use of grammatical sentence pattern. Thus, this method was applied in this research to overcome the students' oral grammatical mistakes.

In the end of the pre-test, I informed the schedule of research which would be implemented in the first cycle and also the second cycle. Then, I closed the meeting.

4.1.2 Acting

In this study, there were two meetings in cycle 1. The first meeting was conducted on January 3, 2011. The objectives of the lesson were to understand simple past tense especially regular and irregular verbs and to be able to demonstrate the dialog in pairs well after exercising single-slot substitution drill. Meanwhile, the second meeting was established on January 5, 2011. The aims were to learn about the function of sentence form in the dialog and enabled students to demonstrate a new dialog in pairs in the end of the lesson.

In the following explanations, those meetings would be chronologically discussed. First, I run the first meeting in the cycle 1 by giving the treatment about single-slot substitution drill and simple past tense. The reason was based on the result of the pre-test which showed the students were lack of knowledge in acquiring regular and irregular verbs, prepositions, modal auxiliaries and incomplete sentences. Then, I tried to solve those problems by giving single-slot substitution drill to the students in the form of dialog combined by the simple past tense to support it.

Basically, the students were confused to apply the dialog in the past tense. They mostly got difficulties in substituting the verb transition from simple to past form. Next, the irregular verb was still the most difficult problem faced by the

students because they absolutely had to memorize all of them. Hence, the single-slot substitution drill was suitable to drill them in arranging good sentences with correct grammatical pattern in the dialog.

In the beginning of the lesson, I opened the class by greeting the students. Then, I called the students' name in the attendance list to make sure which one was absent at that time. Next, I started to open the lesson by giving them a model of the dialog. Furthermore, I asked the students what dialog talked about and what pattern was used in that dialog. The aim was to build basic knowledge of the students before they learned more.

The use of single-slot substitution drill in this study was nearly the same with the previous studies. I acting as a model, drilled the students by repeating parts of the dialog which were connecting to the topic of study. In addition, it could also be showing them some pictures relating to the focus of drilling in order to clarify the materials. The pictures themselves used in this study were picture of 'teacher', 'typist' and any other pictures.

By showing those pictures, it could help the students to create the verb and pattern they were going to use by imagining who actually the persons in the picture were and what they usually did in daily life. Next, I took an important part in giving verb substitution to the students orally. Then, I chose the students to change those simple verbs into the past verbs.

This concept was strongly associated with the American psychologist Skinner (1904-1990). The philosophy behind behaviourist models was that learning took place through interaction with the world through exposure to

examples, positive and negative stimuli, and then trial and error rather than from any inner faculty (Hughes 2002: 17). Thus, by giving the model or the pictures to the students, it could help them to receive positive stimuli of teacher's instruction.

In addition, the students were recommended to do some exercises. The exercises contained the change of the simple verbs into past verbs. I gave the simple verbs orally and then the students had to change those verbs directly to the past ones. The students also were requested to apply better pronunciation and vocabularies. If they did mistakes in changing those requested verbs, they had to memorize the verbs they did not know.

In the second meeting, on the other hand, I taught the students by using transformation drill. This drill actually had similar characteristics with single-slot substitution drill. The difference was the change of sentence form. It could be from a positive sentence to negative, or from negative to interrogative, and conversely from interrogative to positive or negative.

The level of difficulty was also increased from the previous technique. This technique required the students to create better sentences with appropriate tenses. Most of them knew more the regular verbs because it just added '--ed' in the end of the verb. Unfortunately, the others still faced obstacles to change the irregular verbs because the verb itself absolutely could not be added with '--ed'. Thus, they had to memorize and remember all of those irregular verbs.

In the early of the lesson, I greeted the students and asked them what they had just learned in the previous meeting. Then, the lesson started to begin by giving a model of dialog again. The students repeated what the teacher said in the

dialog. Then, I chose some of students to answer the questions orally dealing with the change of past verb. If they could not answer or change the simple verbs into the past verb correctly, I asked the other students who could answer the questions well.

Afterwards, I divided the students into some groups consisting of two persons which were still the same groups in the pre-test session. Then, the students were supposed to do some exercises. I gave some sentences to the students with some cues. Next, the students had to change the form of sentences especially the verbs based on the cues and direction from the teacher by using transformation drill. Furthermore, I gave the situation to the students. They were obliged to make their own dialog in pairs based on the situation given. Then, they performed their own dialog in pairs in front of the class.

In this meeting, most of the students got difficulty in changing the simple verb into the past form. Even, they had to change the form of sentences with different structure. Thus, I reviewed and analyzed what the class was running in the first and second meetings of cycle 1. Then, it would be reflected to the cycle 2.

On the other hand, Freeman (2000: 37) states the focus of this lesson was to improve students' target language communicatively. The goal of this method for the students is to be able to use target language. Thus, it would be added to the second cycle.

Finally, I came to decision that transformation drill would be taught again in cycle 2 due to the students' acquisition in understanding the form of sentence was still low.

4.1.3 Observing

In this step, I observed how far the treatment went on. Then, I conducted a test. It was called cycle 1 test. It was held on January 7th, 2011. The reason was just to know the students' progress during the first cycle. I implemented the similar technique of gaining the data. I gave the dialog orally as the model to the students. Then, they were divided into groups consisting of two persons. Next, they were supposed to make and elaborate their own dialog with certain situation based on the instruction the researcher gave.

Afterwards, I set a time for them around a half hour to do the test. I observed the students' activities in collaboration with their partners. On the other hand, they were also instructed to practice and elaborate their dialog before presenting it in front of class.

Hopefully, the result of the test, the students' progress could be developed after practising the dialog with their own words. It goes without saying that their language would be always controlled by the teacher. Furthermore, I had the data of this test. It would be explained below:

Table 4.2. The Students' Score of the Cycle 1 Test

No	Code	Score			
1	S-01	63	15	S-01	82
2	S-02	64	16	S-01	61
3	S-03	67	17	S-01	58
4	S-04	69	18	S-01	63
5	S-05	70	19	S-01	0
6	S-06	68	20	S-01	68
7	S-07	71	21	S-01	60
8	S-08	60	22	S-01	72
9	S-09	59	23	S-01	64
10	S-01	60	24	S-01	65
11	S-01	63	25	S-01	62
12	S-01	61	26	S-01	62
13	S-01	74	27	S-01	65
14	S-01	65	28	S-01	68
			29	S-01	67

The mean of cycle 1 test could be calculated below:

$$M = \frac{\sum x}{N}$$

$$= \frac{1831}{28}$$

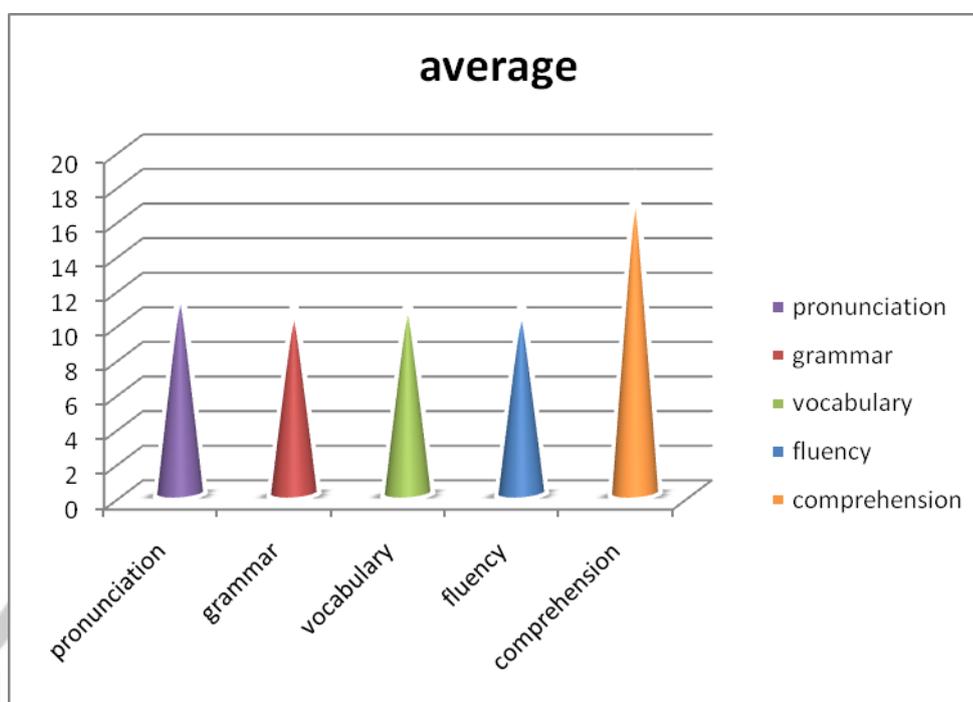
$$= 65.40$$

As it was shown above, it indicated that the students' average score was 65.40. There was a bit improvement rather than in the pre-test. The way they created a dialog was quite elaborating than ever. Then, the frequency of mistakes they made was lower before they experienced it. However, the oral past tense still existed there. Thus, the betterment would be given in the next session which was cycle 2. It was supposed to give the good impact for them.

Furthermore, the following diagram also showed the students' progress during the treatment given. The information for students' average scores in the first cycle test were:

- ★ pronunciation : 12.40
- ★ grammar : 11.32
- ★ vocabulary : 11.71
- ★ fluency : 11.36
- ★ comprehension : 18.61

Figure 4.2. The Diagram of Students' Average Score in the Cycle 1 Test



The aspects of assessment showed the average score of students were improved. On the contrary, there were still the other aspects need to be built up in the case of grammar and fluency.

4.1.4 Reflecting

I reviewed the first cycle in the whole analysis. I analyzed the weakness or lackness in the first cycle. It could be during the treatment given and the first cycle test. Based on the treatment in the cycle, the transformation drill was the most difficult problem which needed to be improved and drilled in the next cycle.

Moreover, the first cycle test proved that the students' lacknesses in the case of grammatical especially the simple past tense and fluency aspects. Its average score was 65.40. Unfortunately, most of them were under time and more slowly in

speaking. They also still did mistakes in changing verb in the form of sentences in the past tense especially the verb transition from positive form to negative, negative to interrogative and conversely. For instance, (+) *John made a cup of tea*, (-) *John did not made a cup of tea*.

There was tendency of students making the mistakes in delivering the auxiliary. They still used simple verb or auxiliary preceding the main verb e.g. *I am went to Surabaya*. In addition, when it changed into the negative form, they used the adding auxiliary following the past verb e.g. *She doesn't went to school or she did not went to school*.

In addition, the frequency of adding the prepositional lackness still occurred. e.g. *I went Japan, He went Ronggowarsito Museum, etc*. Hence, the material of preposition would be added in the second cycle.

This finding was associated with Nunan (2003: 49) stated that teacher teach speaking by having students' sentence repetition and recite memorized textbook dialogs. Starting from elementary to senior high school, most of the teachers used it as a basic materials to teach their students. Audio-lingual Metod or audiolingual repetition drills were designed to familiarize students with the sounds and structural patterns of target language. Hopefully, people can learn to speak by practicing grammatical structures and then later using them in a conversation.

Furthermore, it was also stated by Bygate (1987: 3) it was obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. But there were other things involved in speaking issues, it could be infered that the learners were trying to actually say

something in second or foreign language. Yet, they still hesitated to speak and seemed meaningless due to the unknown background knowledge.

Thus, I prepared for conducting the second cycle by making lesson plan and some instruments to be applied in the next session to build up the students' grammatical rules and speaking skill.

3.9 Second Cycle

After establishing the first cycle, I held second cycle. There were also two meetings in this cycle. The first meeting was held on January 10, 2011. Meanwhile, the second meeting was handled on January 12, 2011.

The first meeting focused on the improvement of students' ability in past tense and the form of the sentence, e.g. from positive to negative form. Then, they were supposed to develop the sentences in a good structure and also in an appropriate verb.

It was strongly supported by Lundquist (2009:18) cited that most English classes teach grammar as a foundation of spoken English. It can be right that the paradigm of learning foreign language well is from the basic rules of grammar. The aim is to get the understanding while applying spoken language. Thus, the grammatical rules were still the main concern in this study.

4.2.1 Planning

From the result of the first cycle which was not satisfying enough in the case of grammatical competence in past tense, the researcher planned to have the second

cycle. The main focus in this cycle was the improvement of cycle 1 lackness which would be developed more deeply. The technique which had to be more elaborated was the transformation drill because the students got difficult in changing the form of sentences. In addition, the frequency of students made grammatical mistakes in past tense was still high.

The situation of the class in the cycle 1 at time was a bit noisy because the students were still exhausted after doing the weekly test. That's why, in the cycle 2, the class management was needed to enhance.

Then, I elaborated the lesson plan of transformation drill with some exercises also in order to get used to applying that technique to be received smoothly. Besides, the researcher also planned to make and elaborate the test items in a questionnaire.

This plan had the same correlation with Harmer (2007: 123) gave some points that there were three main reasons for getting students to speak in the classroom. Firstly, speaking activities provided rehearsal opportunities or chances to practise real life speaking in the safety of the classroom. Secondly, speaking tasks in which students tried to use any or all of the languages they knew and provided feedback for both teacher and students. Everyone could see how well they were doing: this could be both how successful they were and also what certain language problems they were experiencing so far. Finally, the students had more activities to activate the various elements of language they had stored in their brains.

Thus, that concept would be applied in the teaching learning activities to motivate students and give them more activities or rehearsal to speak in the classroom.

4.2.2 Acting

As it was shown the above explanation of first cycle lackness, I emphasized for the elaboration of the materials, the class management, the exercises, and students' motivation in learning simple past tense.

I did the second cycle session in two meetings. In the first meeting, I greeted the students by giving the dialog about what they did on last weekend or holiday. The students had to pay attention to the use of past tense. In this case, the problems were as many as possible decreased. Then, they also had to look to their pronunciation, vocabulary and fluency in delivering certain dialog in telling the past event.

The class began with high spirit and motivation. I directly started the lesson by drilling the students of simple past tense by using transformation drill. Because they tended to make mistakes in changing the verbs in the form of sentences like positive into negative in the beginning of class, by keeping the main verb in the past verb, e.g. (+) *I went to Surabaya*, when they changed the verb into negative form, they changed it like this (-) *I did not went to Surabaya*.

Then, in the middle of the lesson, I kept on drilling them by transformation drill even they also still did the same mistakes. Fortunately, by repeating many times, they eventually got the point and understood the materials.

Next, I moved to another students to have the drilling. I showed the pictures of the job, 'teacher' and 'typist'. Before that, I asked students what pictures they were. Then, they responded in many perspectives. Some said that the picture of teacher replaced by the picture of doctor, engineer, professor. Meanwhile, the others said that the picture of typist replaced by the picture of secretary, computer programmer, and student.

The students were enthusiastic and active in teaching learning activity after I showed the picture. Furthermore, I decided to choose the picture of teacher and typist as the media to teach the students. Then, I drilled the other students again with the same form of sentences. Luckily, they step by step knew and understood the materials about simple past tense.

Moreover, the time of teaching learning activity remained for about thirty minutes to do the exercises. I split the students in the same groups like they had in the pre-test session. Each group consisted of two persons associated together to do the exercises. The exercises told about changing the positive, negative or interrogative sentence in a correct form.

Then, in pairs, they were supposed to complete the missing verbs in the dialog and tried to speak it out after they were finished. They had to fill in the blanks with the expressions and appropriate verbs they had already learned before. At last, they were recommended to compose their own dialog based on the situation given and then tried to practice.

Finally, the first meeting of the second cycle was over. The last exercise was the homework they had to practise in the next meeting. I asked the students

whether any questions or not. In the end of the meeting, I reviewed for a moment about the materials and then closed the teaching learning activity.

In the next session, the second treatment was conducted. I greeted the students by asking any homework or not and what they did on last weekend or holiday. The students responded in different answers. Most of them were having vacation with family and friends. The rest said that they were just at home watching television and helped their parents there.

From those opinions, I started the lesson by giving the model of dialog entitled 'visiting the tourism resort'. The students paid attention to the teacher seriously. He re-explained about the tenses which were used. After that, they practised the dialog they had just made in the previous meeting as homework.

The teaching learning process was still about the form of sentence. In this session, the change of positive into interrogative and conversely. e.g. (+) *I traveled to Europe*, (?) *Did you traveled to Europe?* The ununderlined verb was one of the mistake in changing the verb in the structure of sentence.

Then, I drilled the students by transformation drill. The procedure was the same with the first meeting. It was just the additional material to be practiced. And, it emphasized the previous materials. The difference in this session was that, they did some exercises more in order to understand the materials given very well. The exercises were changing the verb from simple to the past (regular and irregular verbs). Moreover, they're instructed to elaborate the dialog they had just made in the previous meeting in order to enrich vocabulary.

During the teaching learning process, I also observed the students' activity whether they paid attention to the materials or not. In addition, whether or not they were active in the classroom as the teacher explained the materials. Then, whether or not they did exercises and made a noise. It would be showed in the journal of the teaching learning process in the appendix.

4.2.3 Observing

After giving the treatments in cycle 2, I held a post-test. It was conducted on January 13, 2011. The goal was to know the improvement of the students during the research given. In addition, it indicated the significant progress after being given the treatment by using audio-lingual method to decrease the oral past tense mistakes. Here was the result of post-test. It showed the students' score.

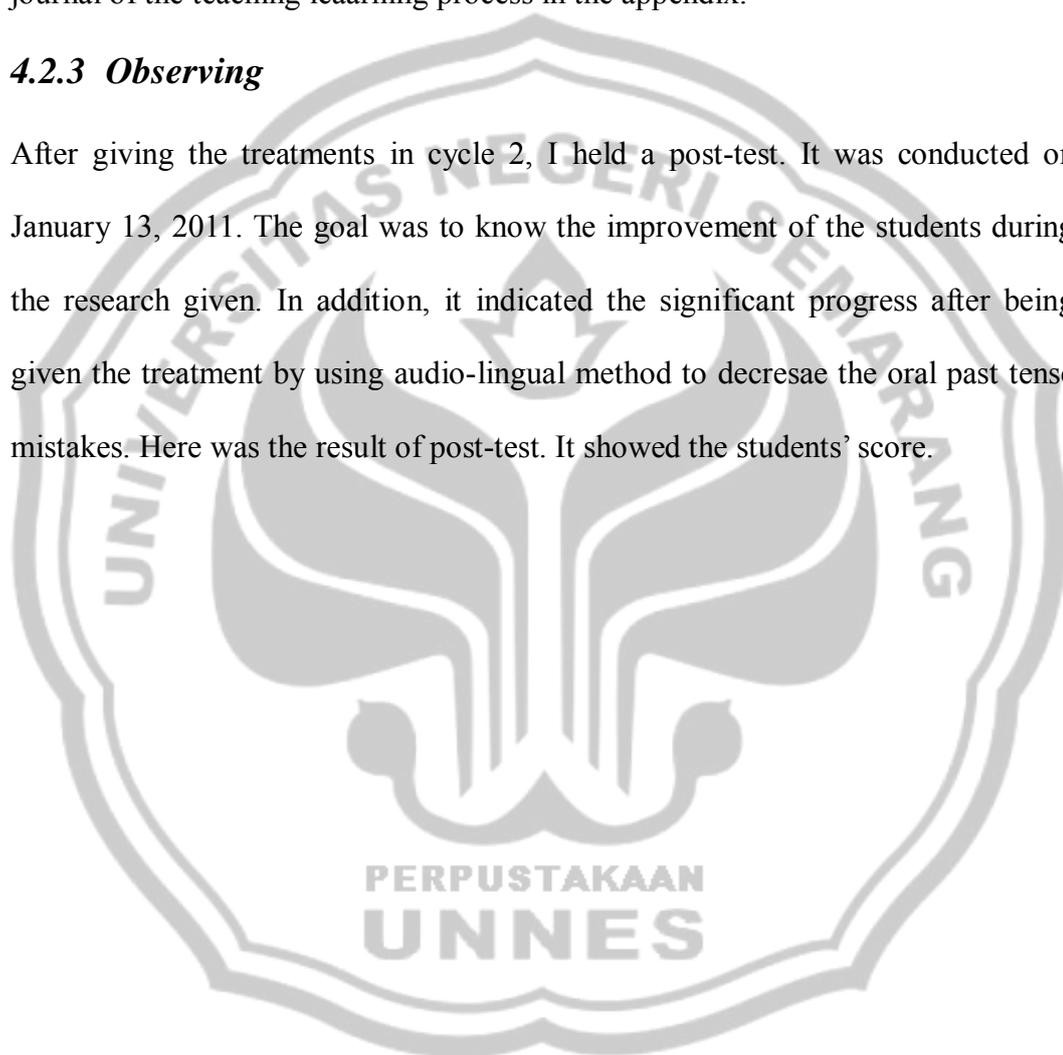


Table 4.3. The Students' Score of the Post-Test

No	Code	Score			
1	S-01	74	21	S-01	73
2	S-02	77	22	S-01	76
3	S-03	76	23	S-01	75
4	S-04	76	24	S-01	76
5	S-05	77	25	S-01	73
6	S-06	76	26	S-01	73
7	S-07	77	27	S-01	76
8	S-08	75	28	S-01	75
9	S-09	75	29	S-01	76
10	S-01	76			
11	S-01	77			
12	S-01	77			
13	S-01	79			
14	S-01	76			
15	S-01	89			
16	S-01	77			
17	S-01	73			
18	S-01	74			
19	S-01	0			
20	S-01	75			

The mean of post-test could be calculated below:

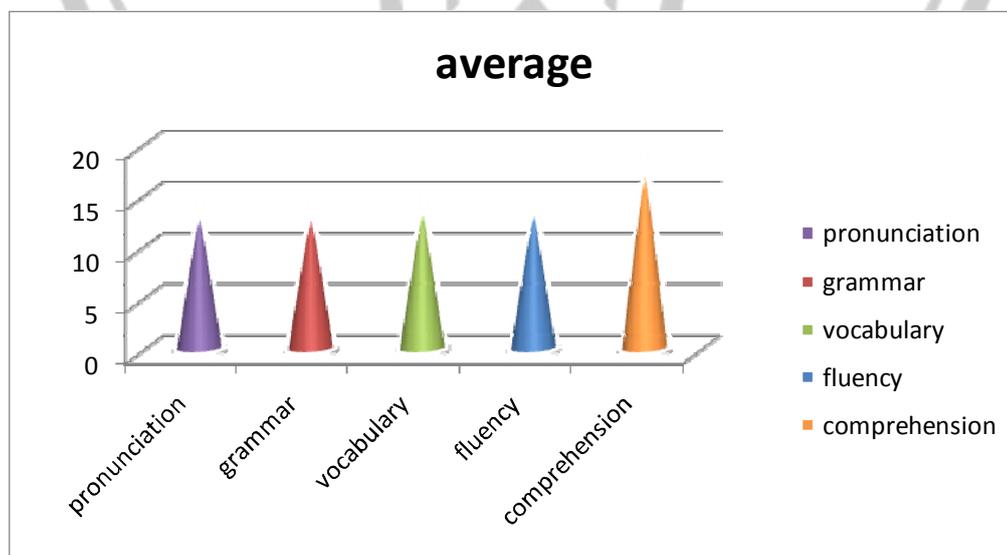
$$M = \frac{\sum x}{N}$$

$$= \frac{2129}{28}$$

$$= 76.03$$

The above mean showed that the students' score was increased than pre-test and cycle 1 test. I conducted the post-test was to identify whether the students still made any mistakes in oral past tense or not. In addition, it was to know the final progress of students during the teaching learning activities in the first and second cycle.

Figure 4.3. The Diagram of Students' Average Score in Post-Test



The further information for students' average scores in the post-test:

➤ pronunciation	: 14.18
➤ grammar	: 14.07
➤ vocabulary	: 14.61
➤ fluency	: 14.39
➤ comprehension	: 18.79

The above diagram showed that the students' average score increased in each aspect of language from pre-test and first cycle test.

On the other hand, after giving the treatment in the whole cycle, I conducted the other data source by questionnaire. It was held on January 13th, 2011. It was given after the post-test was done. The aim was to know the students' perspective about the material from the researcher whether they could receive it well or not.

Table 4.4. The Questionnaire Grading

Option	Point	Meaning
a	1	Low
b	2	Medium
c	3	High

Scoring procedure of graded questionnaire (Arikunto, 1998: 215).

The explanation of the points above is if the student chose a, the score was 1, it meant that it was low. If the student chose b, the score was 2. It meant that it was medium. If the student chose c, the score was 3. It meant that it was high. In the following table, it would be presented the data result of questionnaire done by the students.

Table 4.5. Tabulating Data of the Questionnaire

No	Code	Score per item								Total
		1	2	3	4	5	6	7	8	
1	A-1	3	2	3	3	1	3	3	2	20
2	A-2	2	3	3	3	3	2	2	2	20
3	A-3	2	2	3	2	3	2	3	2	19
4	A-4	2	2	3	2	3	2	3	2	19
5	A-5	2	2	2	3	3	2	3	2	19
6	A-6	3	3	3	3	3	3	3	3	24
7	A-7	2	2	3	2	3	2	3	2	19
8	A-8	3	2	2	2	2	2	3	2	18
9	A-9	3	2	3	3	3	3	3	3	23
10	A-10	2	2	3	3	1	3	2	2	18
11	A-11	2	2	3	3	3	2	2	3	20
12	A-12	2	2	3	3	2	2	2	2	18
13	A-13	2	2	3	3	2	3	2	2	19
14	A-14	3	2	3	3	2	2	2	2	19
15	A-15	3	2	3	3	3	3	3	2	22
16	A-16	3	2	3	3	2	3	2	2	20
17	A-17	3	2	3	3	3	3	3	2	22
18	A-18	2	3	3	2	3	2	2	1	18
19	A-19	-	-	-	-	-	-	-	-	-
20	A-20	3	2	3	3	2	3	3	3	22
21	A-21	3	2	3	3	2	3	3	2	21
22	A-22	2	2	3	3	3	2	2	3	20
23	A-23	2	2	3	3	1	2	2	2	17
24	A-24	2	2	3	3	3	3	2	3	21
25	A-25	3	3	3	3	3	3	2	2	22
26	A-26	2	2	3	2	3	3	2	3	20
27	A-27	3	2	3	3	3	3	2	2	21
28	A-28	3	2	3	2	1	3	2	2	18
29	A-29	3	3	3	3	3	3	3	3	24
	Σ	70	61	82	77	69	72	69	63	563
	Mean	2.5	2.17	2.92	2.75	2.46	2.57	2.46	2.25	20.10

In above result of questionnaire, the students' behavior in teaching learning activities was increasing. Because, from their answers, they agreed that the use of audio-lingua method was effective to improve their oral past tense ability.

I also observed the students' motivation in involving this study. They were motivated and encouraged after having the drillings by using the single-slot substitution drill and substituiton drill. They felt so happy during the classroom action research because they said that the researcher had successfully applied those techniques to improve their speaking skill.

4.2.4 Reflecting

After conducting the second cycle, it could be taken a reflection that the use of Audio-lingual Method to improve students' oral past tense was successfully applied to overcome students' oral grammatical pattern especially the past tense which was still a problem for senior high school students apply it.

From the result of the overall tests, it could be said that there was some significant progress and improvement of the students in oral past tense. The students' tendency to create mistakes step by step was covered.

Then, their oral past tense practice was getting improved by conducting of audio-lingual method. Moreover, their speaking skill especially in the dialog and their motivation in learning English were also encouraged due to the drills.

There was connection this finding of reseacrh with the previous principle stated by Bailey (2003: 54-56) that teaching speaking for foreign language learning and second language contexts were not the same. They had their own

characteristics. In foreign language, the target language was not spoken in the daily activities. Therefore, their chances to use the target language outside the classroom were very limited.

On the other hand, in second language context, the target language was spoken in the daily life. It meant that learners had much more opportunities to apply the target language outside of the classroom. Besides, the learners' speaking skills were notable, but after those skills progress to a certain proficiency level, they developed it no more. Their speech seemed to stop developing at a point where it still contained noticeable, patterned errors, such as: errors in grammar, vocabulary, pronunciation or any combination of problems which affected the learners' ability to speak in the target language.

Finally, I summed up that this research was successfully done. The students had overcome their problems in oral past tense by having some drills done by the researcher.

3.10 Overall Analysis

Based on the whole result of the study about the use of Audio-lingual Method to improve students oral past tense was experiencing improvement in each cycle. The teaching learning activities were quite active because the students enthusiastically involved every session. They were active in asking the part of confusing material and doing the exercises well. Eventhough, it was still found some troubles in joining this classroom action research.

Before discussing the whole result of the study, I gave a point to the implementation of Audio-lingual Method related to the current curriculum, School-Based Curriculum (KTSP). Based on the standard competence in the year 1 semester 1, it covers understanding meaning in the transactional and interpersonal conversation in the daily context and responding the meaning. Meanwhile, the basic competence is responding the meaning in the transactional conversation (to get things done) which contains some expressions can be used in a dialog the students practice in this study by using audio-lingual method.

Thus, the use of Audio-lingual Method was still relevant and applicable in this current curriculum, school-based curriculum (KTSP) based on the contents and implementation in teaching learning activities.

Here, the researcher gave explanation about the whole result of the study. In the first meeting of cycle 1, the students were active to receive the material by using single-slot substitution drill. The material was about a dialog entitled “vacation”. They were enthusiastic to speak in the simple past tense. Yet, they still faced the difficulties in changing the simple verb into the past verb. The problem was caused by the frequency of doing misunderstanding to differentiate between regular verb and irregular verb.

Then, in the second meeting, the students behavior was started to set up because they had practised the oral past tense in the first meeting. The problem which occurred in this case was the difficulty in changing the past verb in different form of sentence. For instance, when they had a positive sentence like ‘*I went to Lombok,*’ they made a mistake in changing another form of sentence, they

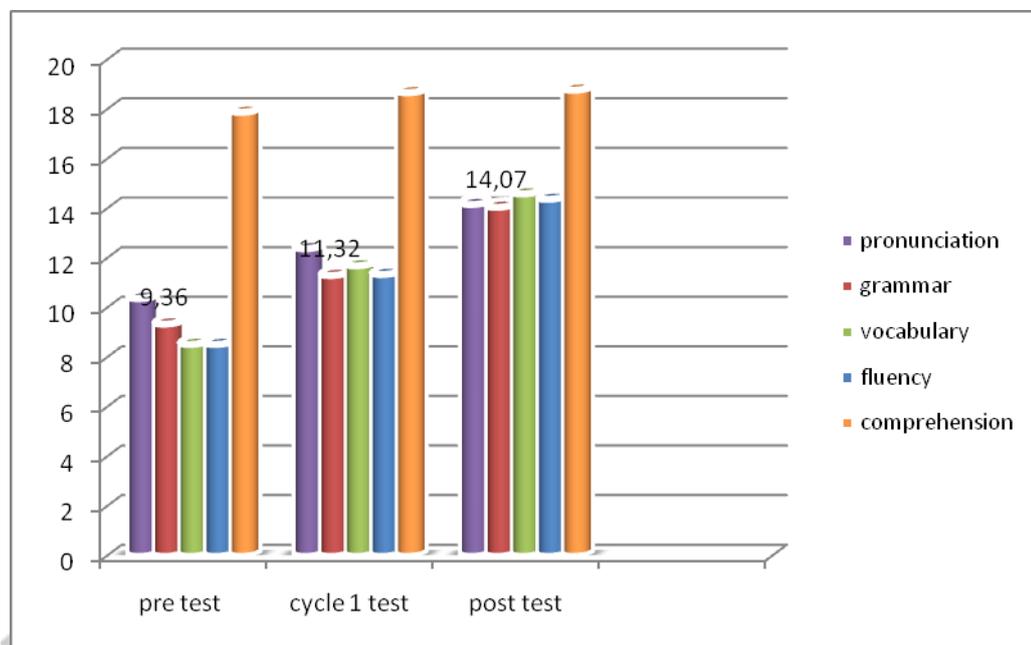
said in negative sentence '*I am not went to Lombok.*' Moreover, the researcher gave to another student in interrogative form, they also made a mistake like '*Did you went to Lombok?*' Thus, in this meeting, the researcher drill the students by using transformation drill to overcome those problems.

During the cycle 1 run, the researcher observed the students' behavior and motivation in teaching learning activities, the class management and also the exercises they did. They were observed by using the students' observation sheet. Their behaviors were actually active in asking some questions to the teacher, giving opinion, and doing the exercises.

Meanwhile, the activities in the cycle 2 were basically the same with the first cycle that they were encouraged to be active in the classroom by giving more examples of senetence form that they got difficulties in the previous meetings.

On the other hand, we could see from the result of the tests that had been taken as the data in this study was increased. The average score for pre-test was 55.25 that was still in the low standard of school criteria. After that, the average score for first cycle test was 65.40. It indicated a progress of students' ability. Thus, the final average score for post-test was 76.03. It showed that the students' knowledge of acquiring oral past tense could be solved by Audio-lingual Method.

Figure 4.4. The Diagram of Overall Analysis in Each Item of Aspects



The above diagram presented the progress of students in the aspect of language. They were pronunciation in the purple color, grammar in the red color, vocabulary in the green, fluency in the blue and comprehension in the orange one. We could see that in each aspect of language, it was getting increased.

Because the main focus of this study in the grammatical competence especially in doing the oral past tense, the above diagram showed that the aspect of grammar in students' average score was increased in each test. In the pre-test, it was 9.36 that was still in the low level. Then, after doing the classroom action research in the first cycle, the average score was 11.32. Afterwards, for the post-test, it showed a significant progress in 14.07.

On the other hand, I found some students who kept doing mistakes in performing the oral simple past in the dialog. He considered that it happened because the students were not accustomed to using past tense in the dialog. They

made mistakes when they performed the dialog although they had practised it with their partners. I convinced that it was a matter of habit. Using past tense in a dialog or speaking in general had not become a habit for the students. The way to make it become a habit for the students was by drilling them with Audio-lingual Method. As Freeman (2000: 37) states that the Audio-lingual Method drills students in the use of grammatical sentence pattern. Moreover, Freeman states that the goal of this method for the students is to be able to use target language communicatively. That was why the use of Audio-lingual Method in this study was absolutely correct.

The matter of time also became the reason why some students kept doing mistake in performing the oral past tense in the dialog. I had a hunch that the time given to drill the students was not enough. In fact, making something to be a habit would spend a long time, whereas, the use of Audio-lingual Method would be successful if the students were drilled until they were over-learning. This judgement made by the researcher based on the theory from Parator and Celce-Murcia (1979) states that there is a dependence on mimicry, memorization of set phrases, and over-learning in audio-lingual method.

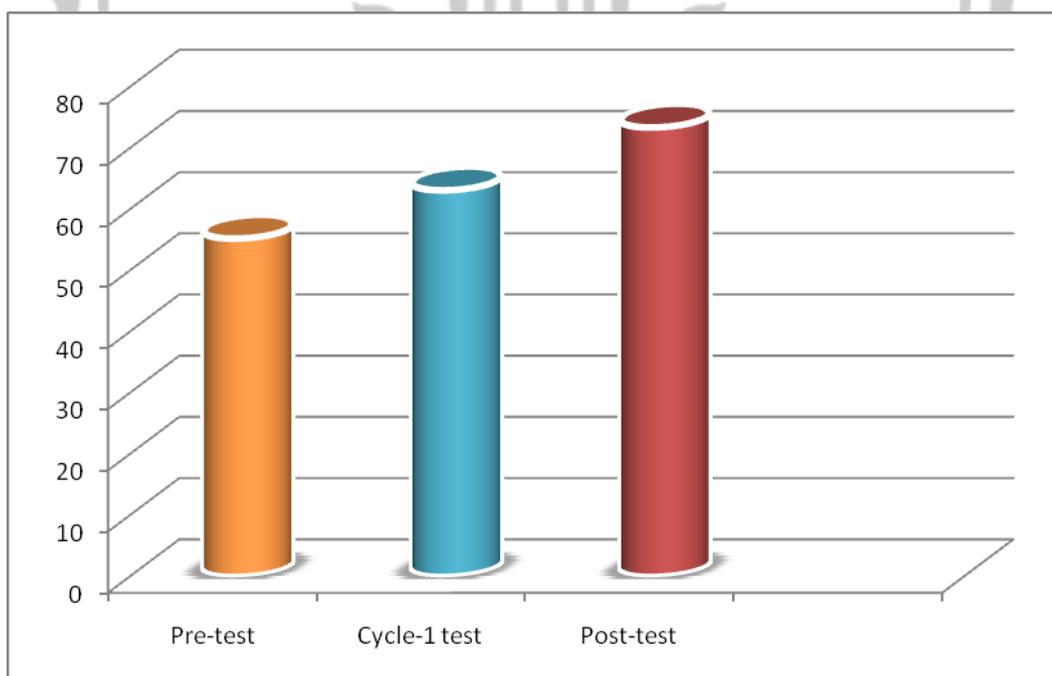
On the other hand, Bailey (2003: 54-56) pointed that it should give learners practice with both fluency and accuracy. Regarding the importance of fluency and accuracy in speaking the target language, teachers should give the learners' opportunities to develop their fluency and accuracy. Teachers should not always interrupt the learners to correct their orral errors.

In contrast, they should provide activities to build their fluency and accuracy, and realize that making mistakes in learning a new language was natural.

Another point should be concerned was that it should provide opportunities for learners to talk by using group or pair work and limiting teacher talk. In previous teaching method, the teachers seemed to talk too much in the classroom. They hold almost in a whole of the teaching learning process. As a result, the learners had limited time to talk. Thus, it would be difficult for learners to develop their speaking ability. Therefore, teachers' talk should be limited. It could be replaced by the students talk by drilling them audio-lingual method.

However, the use of Audio-lingual Method in this study was generally successful, as shown in the figure below that there was a significant progress of the students' average score during the classroom action research.

Figure 4.5. The Improvement of the Average Score



After analyzing the aspects of language above, it was shown the diagram of average score analysis per test. In the pre-test, it could be seen that the average score was 55.25. Then, in the first cycle test, it was getting increased become 65.40. Next, for the post test that was the final test, it was 76.03 and indicated the significant progress. Thus, it could be concluded that this action research was done successfully.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will present the conclusions and suggestions of the study.

1.15 Conclusions

After analyzing the data analysis and discussion in the previous chapter, I come to conclusion as follows:

1. The implementation of Audio-lingual Method especially single slot substitution drill and transformation drill successfully improved. It was indicated by the students' oral performance in delivering simple past tense. Moreover, the decline of students' frequency in doing mistakes step by step was covered. In addition, the analysis of questionnaire showed that there was a positive response from the students toward the use of audio-lingual method in teaching oral past tense. They stated that it helped them to understand past tense easier.
2. The extent of students' improvement during the teaching learning activity by using audio-lingual method in teaching oral past tense was good. It was showed by the students' behaviors in performing the oral simple past during teaching learning activities. Those were students' understanding of regular and irregular verbs and their acknowledgment in changing of sentence form from positive to negative, negative to interrogative and conversely. The

progress of students' score in grammar aspect indicated the students' mastery of simple past tense was better.

1.16 Suggestions

Based on the result of this study, I draw the suggestions as follow:

4. Audio-lingual Method was an appropriate method in teaching spoken grammar for the beginners because it can develop their basic knowledge of English. The teachers had better implement this method at school.
5. The Audio-lingual Method also helps the students who have troubles to speak English as well as their native language. By using single slot substitution drill and transformation drill, their problems especially in spoken English will be decreased simultaneously. The teachers have to make the students over-learning so that the students can use grammar consciously and naturally in speaking English.
6. The teachers can create the active class management by using Audio-lingual Method. It is also suggested that they can develop and combine another currently teaching methods with the audio-lingual method.

Finally, this study can be very useful for the teachers and readers. Then, this study can be one of the references for researchers to apply the upcoming research.

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APPENDIX 1

INSTRUMENT OF THE RESEARCH

PLANNING (Pre-Test)

School : SMA Kesatrian 1 Semarang
Subject : English
Year / Semester : X / I
Time allotment : 2 x 45'

Standard Competence

12. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari – hari.

Basic Competence

12.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisai) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran, undangan, menerima janji, dan membatalkan janji.

I. Objective

The objective of pre-test is to identify the students' oral grammatical mistakes.

II. Procedures

1. I give the dialog to the students orally as a model.
2. I give an instruction to the students to make a dialog in pairs based on the situation given.

3. The students come forward to practice their own dialog in pairs.
4. I record the students' dialog.

Dialogue 1

Situation:

- ✓ ***Roy was talking to Jane.***
- ✓ ***Roy was invited by Angel to come to her birthday party.***
- ✓ ***Roy asked Jane whether she came to Angel's birthday party or not.***
- ✓ ***At that time, Jane had to accompany her little brother who got sick.***
- ✓ ***They were having a nice conversation.***

Roy: Hi Jane, how is everything with you?

- Jane: everything is running well. And, what about you?
- Roy: I am very well too. Anyway, did you come to Angel's birthday party yesterday?
- Jane: No, I did not come because I took care of my little brother.
- Roy: I see. How was the condition of your brother at that time?
- Jane: He was really much better.
- Roy: I am glad to hear that. I am sorry Jane, I still have a class now.
- Jane: It's okay Roy. See you.
- Roy: See you.

Pre-Test

Instruction : Students are supposed to make a dialogue in pairs based on the situation given and then they have to perform it in front of the class.

Situation

- Andrew is a close friend of Rudy in Senior High School.
- They had a school vacation after an examination.
- Then they re-entered the school in the second semester.
- Andrew asked for Rudy’s opinion about his vacation.
- Rudy also asked for Andrew’s vacation.
- They were having an exciting conversation.

III. Marking Scale

Aspect	Score	Explanation
Pronunciation	20 – 18	Native pronunciation, with no trace of “foreign accent.”
	17 - 15	No conspicuous mispronunciations
	14 - 12	Occasional mispronunciations which do not interfere with understanding.
	11 - 6	Mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	5 – 1	Pronunciation frequently unintelligible.
Grammar	20 – 18	No more errors during the conversation
	17 - 15	Few errors, with no patterns of failure
	14 - 12	Occasional errors showing imperfect control of some patterns
	11 - 6	Frequent errors and misunderstanding
	5 – 1	Constant errors and frequently preventing conversation

Vocabulary	20 – 18	Vocabulary apparently as accurate as a native speaker
	17 - 15	Professional vocabulary, broad and precise
	14 - 12	Professional vocabulary adequate to discuss
	11 - 6	Diction sometimes inaccurate
	5 – 1	Vocabulary limited
Fluency	20 – 18	Speech as smooth as a native speaker's
	17 - 15	Speech is effortless and smooth
	14 - 12	Speech is occasionally hesitant
	11 - 6	Speech is frequently hesitant and jerky
	5 – 1	Speech is very slow and for short sentences
Comprehension to the Instruction	20 – 18	The dialog is very clear, in appropriate context, and has appropriate expressions with adequate elaboration.
	17 - 15	The dialog is in appropriate context and expressions, but without an adequate elaboration.
	14 - 12	The dialog is in appropriate context with appropriate expressions but without elaboration.
	11 - 6	The dialog is in appropriate context with inappropriate expressions.
	5 – 1	The dialog is out of context of situation.

IV. Assesment

Individual assignment

To obtain an exact score we sum up each of aspect's score.

The total score is = $\sum A + \sum B + \sum C + \sum D + \sum E = 100$

English Teacher

Sri Hartini
NIP. -

Semarang, September 2, 2010
Researcher

Prapasa Aji Setiawan
NIM. 2201406635

APPENDIX 2 INSTRUMENT OF THE RESEARCH

LESSON PLAN (Teaching Learning Activity Cycle 1)

School : SMA Kesatrian 1 Semarang
Subject : English
Year / Semester : X / I
Time allotment : 2 x 45' (First Meeting)

Standard Competence

12. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari – hari.

Basic Competence

12.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisai) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran, undangan, menerima janji, dan membatalkan janji.

V. Lesson Objectives

In the end of the lesson, students are able to:

1. Understand simple past tense (regular and irregular verbs).
2. Enrich the acquisition of regular and irregular verbs.
3. Demonstrate the dialogue in front of class.

VI. Teaching Learning Activities

✓ **Opening**

1. The teacher opens the lesson by greeting the student.
2. The teacher checks the attendance list of students.
3. The teacher tells to the students about the lesson going to be learned.
4. The teacher starts the lesson.

✓ **Main Activity**

1. The teacher gives the students dialog as a model orally.
2. The students altogether follow the dialog what the teacher said.
3. The teacher asks the students about what tenses used in the dialog.
4. The teacher explains the simple past tense used in the dialog.
5. Next, the teacher uses single-slot substitution drill as a technique to teach simple past tense.
6. Afterwards, the students are divided into some groups consisting of four students.
7. The teacher gives some sentences to the students with some cues.
8. The students have to change the sentences based on the cues and direction from the teacher by using single-slot substitution drill.
9. Then, the teacher gives the situation to the students in the next activity.
10. The students have to make their own dialog based on the situation. In this activity, the students work in pairs.
11. The students are supposed to perform their own dialog.

✓ **Closing**

1. The teacher sums up the whole materials.
2. The teacher says good bye.

VII. Materials

1. Short Dialog
2. Grammatical pattern (simple past tense)
3. Pronunciation

↗ Kinds of dialogues: “Vacation”.

Explanatory Notes

Formal Greetings	Responses
<ul style="list-style-type: none"> - Good morning. - Good afternoon. - Good evening. - Hello, how are you? 	<ul style="list-style-type: none"> - Hello. - Hello, good afternoon. - Good evening. - I'm fine. Thank you. - Very well, thank you.
Informal Greetings	Responses
<ul style="list-style-type: none"> - Hi, how's life? - What's news? - How's everything? - How's business? - Good to see you. 	<ul style="list-style-type: none"> - Terrific. And you? - Just fine, thanks. - Great, thanks. - Pretty well. What about you?

Dialogue 1

This conversation is between Thomas and Marta. They are talking about their 'vacation.'

Thomas : Good morning, martha.

Martha : Good morning, Thomas.

Thomas : How are you today?

Martha : Not bad, thanks. And you?

Thomas : I am very well. Where did you go last week?

Martha : I went to Singapore. What about you?

Thomas : Last week, I just stayed at home.

Martha : I am sorry, Thomas. I am in hurry.

Thomas : It is okay, please.

Martha : Good bye, Thomas.

Thomas : Good bye, Martha.

Simple Past Tense

Regular Verb List

Infinitive	Simple Past	Past Participle
Study	Studied	Studied
Visit	Visited	Visited
Live	Lived	Lived
Stay	Stayed	Stayed
Arrive	Arrived	Arrived
Called	Called	Called
Talk	Talked	Talked
Wait	Waited	Waited
Play	Played	Played
Work	Worked	Worked
Phone	Phoned	Phoned

Irregular Verb List

Infinitive	Simple Past	Pat Participle
Speak	Spoke	Spoken
Eat	Ate	Eaten
Fly	Flew	Flown
Go	Went	Gone
Do	Did	Done
Sing	Sang	Sung
Begin	Began	Begun
Write	Wrote	Written
Meet	Met	Met
Sit	Sat	Sat



Listen to your teacher and repeat each expression your teacher says. After that, practice speaking the dialogues with your partner.

Teacher : All right, I give you a sentence, you have to change it especially the underlined verb by using cues into the proper use.

For example: I went to Singapore.

Cue : (fly, visit)

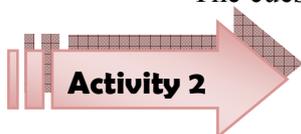
➤ I flew to Singapore last week.

➤ I visited Singapore last week.

Now, it's your turn to change this sentence below based on the cue I give.

Sentence: I studied English.

The cues : learn, speak, write, read.



1. The teacher explained the English lesson in the classroom.

The cues: teach, discuss.

2. Her mother bought some vegetables in the market.

The cues: sell, bargain.

3. The cat ate fish on the plate, on the table yesterday.

The cues: steal, take.

4. We visited our grandparents' house in the village three days ago.

The cues: stay at, live in, go to.

5. When I got sick, my mother accompanied me in the whole day.

The cues: help, take care of, look after.

6. She sang a love song beautifully.

The cues: write, compose, arrange.

7. They wrote the final project very well.

The cues: type, report, make.

VIII. Method

1. Drilling (single-slot substitution drill)
2. Speaking practice
3. Question and answer

4. Discussion

IX. Source and media

- English book for grade X
- Short dialogues
- Pictures
- LCD
- Laptop
- Power point presentation

X. Structured assignment

- Group assignment.
- Individual assignment.

English Teacher

Dra. Sri Hartini
NIP. -

Semarang, January, 2011
Researcher

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APPENDIX 3 INSTRUMENT OF THE RESEARCH

LESSON PLAN (Teaching Learning Activity Cycle 1)

School : SMA Kesatrian 1 Semarang
 Subject : English
 Year / Semester : X / I
 Time allotment : 2 x 45' (Second Meeting)

Standard Competence

12. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari – hari.

Basic Competence

12.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisai) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran, undangan, menerima janji, dan membatalkan janji.

XI. Lesson Objectives

In the end of the lesson, students are able to:

1. Understand the form of sentences (positive, negative, and interrogative) in the simple past tense.
2. Construct a new dialogue by themselves.

XII. Teaching Learning Activities

✓ Opening

1. I open the lesson by greeting the student.
2. I check the attendance list of students.
3. I start the lesson.

✓ **Main Activity**

1. I give the students dialog as a model.
2. The students altogether repeat the dialog what the teacher said.
3. I ask the students about what tenses used in the dialog.
4. I explain the simple past tense used in the dialog.
5. Next, I use transformation drill as a technique to teach simple past tense.
6. I use some sentences in the dialog to be sample in teaching using transformation drill.
7. Afterwards, the students are divided into some groups consisting of four students.
8. I give some sentences to the students with some cues.
9. The students have to change the form of sentences based on the cues and direction from the teacher by using transformation drill.
10. Then, I give the situation to the students.
11. The students have to make their own dialog based on the situation. In this activity, the students work in pairs.
12. The students are supposed to perform their own dialog.

✓ **Closing**

1. I ask students whether any questions or not.
2. I sum up the whole materials.
3. I say good bye.

XIII. Materials

1. Kinds of dialogues: 'asking opinion'
2. Grammar
3. Correct pronunciation

4. Practicing (Listen and speak)

Dialogue 2

Farhan: Hello Diana, how is life?

Diana: everything is under control. And you?

Farhan: Me too. How was your mid-term test of physics?

Diana: Ouch, it was really bad. I got D score.

Farhan: How come? I think you are a smart student.

Diana: I did not study well last night. It made me could not do the test.

Farhan: I hope you can study hard for the next exam.

Diana: Thank you farhan. You too.

Farhan: You are welcome. Good bye Diana.

Diana: Bye.

Simple past tense using transformation drill

Examples:

(+) I **saw** a movie yesterday. (+) Last year, I **traveled** to Japan.

(-) I **didn't see** a movie yesterday. (-) Last year, I **didn't travel** to Japan.

(?) **Did you see** a movie yesterday? (?) **Did you travel** to Japan last year?

Activity 3

Change into positive, negative or interrogative. Listen to the cue/direction!

1. My parents bought me a motorcycle in my birthday.

Cue: interrogative.

2. I got ten in the English exam yesterday.

Cue: negative.

3. Did you visit John in the hospital last Sunday?

Cue: positive.

4. I did not have any activities last week.

Cue: positive.

5. Did he come to your home this Sunday?

Cue: positive

6. Pasha did not sleep last night.

Cue: interrogative.

7. Mameto did not study well for the exam.

Cue: interrogative.

8. She received a letter from her grandma.

Cue: negative.

9. Did you return the book to the library?

Cue: negative.

10. Mother closed the door slowly.

Cue: interrogative.

11. June did not understand the questions in the test.

Cue: positive.

12. Didn't you feel cold?

Cue: positive

13. Didn't Tom pay the bill?

Cue: negative.

14. Sue turned off her computer.

Cue: negative.

15. The company did not want to hire him anymore.

Cue: interrogative.

Activity 4

With your partner, complete these dialogues with the expressions and appropriate verb you have learned and practice speaking them out.

1. *Situation : you met your friend, David in the street.*

You : Hi, David. How are you?

David : I fine, thank you. By the way, you go to school yesterday?

You : No, I I got sick.

David : I am sorry to hear that. Get better soon.

You : Thank you.

2. *You bought a book in a bookstore. Then, you met your English teacher, Mr. Firdaus there. It's 4 pm.*

Ryan : Good afternoon, sir.

Mr. Firdaus :, Ryan. Did you buy something?

Ryan : Yes, I did. I the English book, sir.

Mr. Firdaus : That's great. You read it.

Ryan : Okay, thank you, sir.

Mr. Firdaus : Good bye, Ryan.

Ryan :

Activity 5

Ask your partner and say what you did last weekend. Look at the following example.

For example:

1. You : What did you do on your last weekend?

Your friend : It was alright. I didn't do anything special.

2. You : Did you have a good weekend?

Your friend : Yes. It was great. I had a lovely time. I went to theatre and I watched a great show.

Activity 6

Work with your partner. Compose a dialogue based on the situation below. Then,

act it out before the class.

You are at the bus stop, waiting for a bus to take you home from school. You meet an old friend of yours, Rima. You say hello to her and ask her about her school. In the middle of the conversation you see the bus coming. You say good bye to Rima and wish that you will see her again soon.

XIV. Method

5. Drilling (transformation drill)
6. Question and answer
7. Discussion

XV. Source and media

- English book for grade X
- Short dialogues
- Boardmarker
- Pictures

XVI. Structured assignment

- Group assignment.
- Individual assignment.

English Teacher

Dra. Sri Hartini
NIP. -

Semarang, January, 2011
Researcher

Prapasa Aji Setiawan
NIM. 2201406635

APPENDIX 4 INSTRUMENT OF THE RESEARCH

PLANNING (Cycle 1 Test)

School : SMA Kesatrian 1 Semarang
 Subject : English
 Year / Semester : X / II
 Time allotment : 2 x 45' (Third Meeting)

Standard Competence

12. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari – hari.

Basic Competence

12.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisai) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran, undangan, menerima janji, dan membatalkan janji.

XVII. Objective

The objective of post-test is to identify the students' oral grammatical mistakes.

XVIII. Procedures

5. The researcher gives the dialog to the students orally as a model.
6. The researcher gives an instruction to the students to make a dialog in pairs based on the situation given.

7. The students come forward to practice their own dialog in pairs.
8. The researcher records the students' dialog.

Dialogue 2

Situation:

- ✓ *Angel was talking to David when they met by chance.*
- ✓ *David asked for Angel's condition.*
- ✓ *Angel said that she was in a bad condition.*
- ✓ *At that time, David wanted to take her to the doctor.*
- ✓ *They were having a short conversation.*

Angel: Hi David, how is life?

David: My life is so wonderful. How about you, Angel?

Angel: I am not too, David.

David: What's wrong with you Angel?

Angel: I got sick three days ago.

David: Have you already check to the doctor?

Angel: I have. My doctor said I got fever. But, it's really much better now.

David: I am happy to hear that. Get better soon, Angel.

Angel: Thank you so much David.

David: Don't mention it. See you later, Angel.

Angel: See you.

Cycle 1 Test

Instruction : Students are supposed to make a dialogue in pairs based on the situation given and then they have to perform it in front of the class.

Situation

- Anna is Roni's classmate in Senior High School.
- They had a school examination.

- Then they met each other the day after in the shop.
- Anna asked for Roni’s opinion about his last examination.
- Roni also asked for Anna’s examination result.
- They were having an exciting conversation.

XIX. Instrument of evaluation

Aspect	Score	Explanation
Pronunciation	20 – 18	Native pronunciation, with no trace of “foreign accent.”
	17 - 15	No conspicuous mispronunciations
	14 - 12	Occasional mispronunciations which do not interfere with understanding.
	11 - 6	Mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
	5 – 1	Pronunciation frequently unintelligible.
Grammar	20 – 18	No more errors during the conversation
	17 - 15	Few errors, with no patterns of failure
	14 - 12	Occasional errors showing imperfect control of some patterns
	11 - 6	Frequent errors and misunderstanding
	5 – 1	Constant errors and frequently preventing conversation
Vocabulary	20 – 18	Vocabulary apparently as accurate as a native speaker
	17 - 15	Professional vocabulary, broad and precise
	14 - 12	Professional vocabulary adequate to discuss
	11 - 6	Diction sometimes inaccurate
	5 – 1	Vocabulary limited

Fluency	20 – 18	Speech as smooth as a native speaker's
	17 - 15	Speech is effortless and smooth
	14 - 12	Speech is occasionally hesitant
	11 - 6	Speech is frequently hesitant and jerky
	5 – 1	Speech is very slow and for short sentences
Comprehension to the Instruction	20 – 18	The dialog is very clear, in appropriate context, and has appropriate expressions with adequate elaboration.
	17 - 15	The dialog is in appropriate context and expressions, but without an adequate elaboration.
	14 - 12	The dialog is in appropriate context with appropriate expressions but without elaboration.
	11 - 6	The dialog is in appropriate context with inappropriate expressions.
	5 – 1	The dialog is out of context of situation.

XX. Assesment

Individual assignment

To obtain an exact score we sum up each of aspect's score.

The total score is = $\sum A + \sum B + \sum C + \sum D + \sum E = 100$

English Teacher

Dra. Sri Hartini
NIP. -

Semarang, January, 2011
Teacher

Prapasa Aji Setiawan
NIM. 2201406635

APPENDIX 5 INSTRUMENT OF THE RESEARCH

LESSON PLAN (Teaching Learning Activity Cycle 2)

School : SMA Kesatrian 1 Semarang
 Subject : English
 Year / Semester : X / I
 Time allotment : 2 x 45' (First Meeting)

Standard Competence

12. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari – hari.

Basic Competence

12.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisai) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran, undangan, menerima janji, dan membatalkan janji.

XXI. Lesson Objectives

In the end of the lesson, students are able to:

4. Understand form of sentence (from positive to negative sentence).
5. Understand the regular and irregular verbs.
6. Demonstrate the dialogue in front of class.

XXII. Teaching Learning Activities

✓ Opening

5. I open the lesson by greeting the student.
6. I check the attendance list of students.
7. I tell to the students about the lesson going to be learned.
8. I start the lesson.

✓ **Main Activity**

13. I give the students dialog as a model orally.
14. The students altogether follow the dialog what the teacher said.
15. I ask the students about what tenses used in the dialog.
16. I explain the simple past tense used in the dialog.
17. Next, I use transformation drill as a technique to teach simple past tense.
18. Afterwards, the students are divided into some groups consisting of two persons.
19. I give some sentences to the students with some cues.
20. The students have to change the sentences based on the cues and direction from the teacher.
21. Then, I give the situation to the students in the next activity.
22. The students have to make their own dialog based on the situation.
23. The students are supposed to perform their own dialog.

✓ **Closing**

3. I sum up the whole materials.
4. I close the meeting.

XXIII. Materials

4. Short Dialog
 5. Grammatical pattern (simple past tense)
 6. Pronunciation
- ↗ Kinds of dialogues: “Visiting tourism resort”.

Explanatory Notes

Formal Greetings	Responses
<ul style="list-style-type: none"> - Good morning. - Good afternoon. - Good evening. - Hello, how are you? 	<ul style="list-style-type: none"> - Hello. - Hello, good afternoon. - Good evening. - I'm fine. Thank you. - Very well, thank you.
Informal Greetings	Responses
<ul style="list-style-type: none"> - Hi, how's life? - What's news? - How's everything? - How's business? - Good to see you. 	<ul style="list-style-type: none"> - Terrific. And you? - Just fine, thanks. - Great, thanks. - Pretty well. What about you?

Dialogue 3

This conversation is between William and Eva. They are talking about their 'visit to the tourism resort'

William : Good morning, Eva.

Eva : Good morning, Will.

William : How are you today?

Eva : Great, thanks. And what about you?

William : I am very well. By the way, Where did you go last week?

Eva : I went to Bunaken. The undersea view was so beautiful.

William : That's awesome. I never visited there before.

Eva : I suggest you to visit there with your friend or family.

William : I hope I could make it.

Eva : Great, Will. Nice to meet you today.

William : Nice to meet you too, Eva. Good bye.

Eva : Bye.

Simple Past Tense

Regular Verb List

Infinitive	Simple Past	Past Participle
Study	Studied	Studied
Visit	Visited	Visited
Live	Lived	Lived
Stay	Stayed	Stayed
Arrive	Arrived	Arrived
Called	Called	Called
Talk	Talked	Talked
Wait	Waited	Waited
Play	Played	Played
Work	Worked	Worked
Phone	Phoned	Phoned

Irregular Verb List

Infinitive	Simple Past	Pat Participle
------------	-------------	----------------

Speak	Spoke	Spoken
Eat	Ate	Eaten
Fly	Flew	Flown
Go	Went	Gone
Do	Did	Done
Sing	Sang	Sung
Begin	Began	Begun
Write	Wrote	Written
Meet	Met	Met
Sit	Sat	Sat



Activity 1

Listen to your teacher and repeat each expression your teacher says. After that, practice speaking the dialogues with your partner.

Teacher : All right, I give you a sentence, you have to change it especially the underlined verb by using cues into the proper use.

For example: I went to Bunaken.

Cue : (fly, visit)

➤ I flew to Singapore three days ago.

➤ I visited Singapore three days ago.

Now, it's your turn to change this sentence below based on the cue I give.

Sentence: She studied Physics.

The cues : learn, analyze, write, read.



Activity 2

8. The teacher explained the English lesson in the classroom.

The cues: teach, discuss.

9. Her mother bought some vegetables in the market.

The cues: sell, bargain.

10. The cat ate fish on the plate, on the table yesterday.

The cues: steal, take.

11. We visited our grandparents' house in the village three days ago.

The cues: stay at, live in, go to.

12. When I got sick, my mother accompanied me in the whole day.

The cues: help, take care of, look after.

13. She sang a love song beautifully.

The cues: write, compose, arrange.

14. They wrote the final project very well.

The cues: type, report, make.

XXIV. Method

8. Drilling (transformation drill: positive to negative sentence)
9. Speaking practice
10. Question and answer
11. Discussion

XXV. Source and media

- English book for grade X
- Short dialogues
- Pictures
- LCD
- Laptop
- Power point presentation

XXVI. Structured assignment

- Group assignment.
- Individual assignment.

English Teacher

Dra. Sri Hartini
NIP. -

Semarang, January, 2011
Teacher

Prapasa Aji Setiawan
NIM. 2201406635

APPENDIX 6 INSTRUMENT OF THE RESEARCH

LESSON PLAN (Teaching Learning Activity Cycle 2)

School : SMA Kesatrian 1 Semarang

Subject : English

Year / Semester : X / I

Time allotment : 2 x 45' (Second Meeting)

Standard Competence

12. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari – hari.

Basic Competence

12.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisai) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran, undangan, menerima janji, dan membatalkan janji.

XXVII. Lesson Objectives

In the end of the lesson, students are able to:

7. Understand the form of sentence very well: positive to interrogative form and conversely.
8. Construct a new dialogue by themselves.

XXVIII. Teaching Learning Activities

✓ **Opening**

9. I open the lesson by greeting the student.
10. I check the attendance list of students.
11. I start the lesson.

✓ **Main Activity**

24. I give the students dialog as a model.
25. The students altogether repeat the dialog what the teacher said.
26. I ask the students about what tenses used in the dialog.
27. I explain the form of sentence in the simple past tense used in the dialog (positive to interrogative form).
28. Next, I use transformation drill as a technique to teach form of sentence in the simple past tense.
29. I use some sentences in the dialog to be sample in teaching using transformation drill.
30. Afterwards, the students are divided into some groups consisting of two students.
31. I give some sentences to the students with some cues.
32. The students have to change the form of sentences based on the cues and direction from the teacher by using transformation drill.
33. Then, I give the situation to the students.
34. The students have to make their own dialog in pairs based on the situation.
35. The students are supposed to perform their own dialog.

✓ **Closing**

5. I ask the students any questions or not.
6. I sum up the whole materials.
7. I close the meeting.

XXIX. Materials

9. Kinds of dialogues: 'asking opinion'
10. Grammar

11. Correct pronunciation
12. Practicing (Listen and speak)

Dialogue 4

Fabio : Hello Clara, how are you, anyway?
Clara : Everything is under control. How about you?
Fabio : Me too. How was your final test of mathematics?
Clara : Excellent, I got A score.
Fabio : That's great! I am glad to hear that. Did you study last night?
Clara : Nope, I did not study last night. I just watched television.
Fabio : So, how could you do the test very well?
Clara : Actually, I already studied two days ago, Fabio.
Fabio : I see. That was your good effort, Clara.
Clara : Thank you, Fabio. You too.
Fabio : You're welcome, thanks.
Clara : See you tomorrow, Fabio.
Fabio : See you.

Simple past tense using transformation drill

(+) I watched a movie yesterday.	(+) Last year, I visited to Europe.
(-) I didn't watch a movie yesterday.	(-) Last year, I didn't visit to Europe.
(?) Did you watch a movie yesterday?	(?) Did you visit to Europe last year?

Activity 3

Change into positive, negative or interrogative. Listen to the cue/direction!

16. My parents bought me a motorcycle in my birthday.

Cue: negative.

17. I got ten in the English exam yesterday.

Cue: interrogative.

18. Did you visit John in the hospital last Sunday?

Cue: negative.

19. I did not have any activities last week.

Cue: positive.

20. Did he come to your home this Sunday?

Cue: positive

21. Pasha did not sleep last night.

Cue: interrogative.

22. Mameto did not study well for the exam.

Cue: positive.

23. She received a letter from her grandma.

Cue: interrogative.

24. Did you return the book to the library?

Cue: negative.

25. Mother closed the door slowly.

Cue: interrogative.

26. June did not understand the questions in the test.

Cue: positive.

27. Didn't you feel cold?

Cue: positive

28. Didn't Tom pay the bill?

Cue: negative.

29. Sue turned off her computer.

Cue: interrogative.

30. The company did not want to hire him anymore.

Cue: positive.



Activity 4

With your partner, complete these dialogues with the expressions and appropriate verb you have learned and practice speaking them out.

3. *Situation : you met your friend, David in the street.*

You : Hi, David. How are you?

David : I fine, thank you. By the way, you go to school yesterday?

You : No, I I got sick.

David : I am sorry to hear that. Get better soon.

You : Thank you.

4. *You bought a book in a bookstore. Then, you met your English teacher, Mr.*

Firdaus there. It's 4 pm.

Ryan : Good afternoon, sir.

Mr. Firdaus :, Ryan. Did you buy something?

Ryan : Yes, I did. I the English book, sir.

Mr. Firdaus : That's great. You read it.

Ryan : Okay, thank you, sir.

Mr. Firdaus : Good bye, Ryan.

Ryan :

Activity 5

Ask your partner and say what you did last weekend. Look at the following example.

For example:

1. You : What did you do on your last weekend?

Your friend : It was alright. I didn't do anything special.

2. You : Did you have a good weekend?

Your friend : Yes. It was great. I had a lovely time. I went to theatre and I watched a great show.

Activity 6

Work with your partner. Compose a dialogue based on the situation below. Then, act it out before the class.

You are at the bus stop, waiting for a bus to take you home from school. You meet an old friend of yours, Rima. You say hello to her and ask her about her school. In the middle of the conversation you see the bus coming. You say good bye to Rima and wish that you will see her again soon.

XXX. Method

12. Drilling (transformation drill)
13. Question and answer
14. Discussion

XXXI. Source and media

- English book for grade X
- Short dialogues
- Boardmarker
- Pictures

XXXII. Structured assignment

- Group assignment.
- Individual assignment.

English Teacher

Dra. Sri Hartini
NIP. -

Semarang, January, 2011
Researcher

Prapasa Aji Setiawan
NIM. 2201406635

APPENDIX 7 INSTRUMENT OF THE RESEARCH

PLANNING (Post Test)

School : SMA Kesatrian 1 Semarang
 Subject : English
 Year / Semester : X / II
 Time allotment : 2 x 45' (Third Meeting)

Standard Competence

12. Berbicara

Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari – hari.

Basic Competence

12.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisai) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berkenalan, bertemu/berpisah, menyetujui ajakan/tawaran, undangan, menerima janji, dan membatalkan janji.

XXXIII. Objective

The objective of post-test is to identify the students' oral grammatical mistakes.

XXXIV. Procedures

13. I give the dialog to the students orally as a model.
14. I give an instruction to the students to make a dialog in pairs based on the situation given.

15. The students come forward to practice their own dialog in pairs.
16. I record the students' dialog.

Dialogue 5

Situation:

- ✓ *Angel was talking to David when they met by chance.*
- ✓ *David asked for Angel's condition.*
- ✓ *Angel said that she was in a bad condition.*
- ✓ *At that time, David wanted to take her to the doctor.*
- ✓ *They were having a short conversation.*

Angel: Hi David, how is life?

David: My life is so wonderful. How about you, Angel?

Angel: I am not too, David.

David: What's wrong with you Angel?

Angel: I got sick three days ago.

David: Have you already check to the doctor?

Angel: I have. My doctor said I got fever. But, it's really much better now.

David: I am happy to hear that. Get better soon. Angel

Angel: Thank you so much David.

David: Don't mention it. See you later, Angel.

Angel: See you.

Post-Test

Instruction : Students are supposed to make a dialogue in pairs based on the situation given and then they have to perform it in front of the class.

Situation

- Anna is Roni's classmate in Senior High School.
- They had a school examination.
- Then they met each other the day after in the shop.
- Anna asked for Roni's opinion about his last examination.
- Roni also asked for Anna's examination result.
- They were having an exciting conversation.

XXXV. Instrument of evaluation

Aspect	Score	Explanation
Pronunciation	20 – 18	Native pronunciation, with no trace of “foreign accent.”
	17 - 15	No conspicuous mispronunciations
	14 - 12	Occasional mispronunciations which do not interfere with understanding.
	11 - 6	Mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. Pronunciation frequently unintelligible.
	5 – 1	
Grammar	20 – 18	No more errors during the conversation
	17 - 15	Few errors, with no patterns of failure
	14 - 12	Occasional errors showing imperfect control of some patterns
	11 - 6	Frequent errors and misunderstanding
	5 – 1	Constant errors and frequently preventing conversation
Vocabulary	20 – 18	Vocabulary apparently as accurate as a native speaker
	17 - 15	Professional vocabulary, broad and precise
	14 - 12	Professional vocabulary adequate to discuss
	11 - 6	Diction sometimes inaccurate

	5 – 1	Vocabulary limited
Fluency	20 – 18	Speech as smooth as a native speaker's
	17 - 15	Speech is effortless and smooth
	14 - 12	Speech is occasionally hesitant
	11 - 6	Speech is frequently hesitant and jerky
	5 – 1	Speech is very slow and for short sentences
Comprehension to the Instruction	20 – 18	The dialog is very clear, in appropriate context, and has appropriate expressions with adequate elaboration.
	17 - 15	The dialog is in appropriate context and expressions, but without an adequate elaboration.
	14 - 12	The dialog is in appropriate context with appropriate expressions but without elaboration.
	11 - 6	The dialog is in appropriate context with inappropriate expressions.
	5 – 1	The dialog is out of context of situation.

XXXVI. Assessment

Individual assignment

To obtain an exact score we sum up each of aspect's score.

The total score is = $\sum A + \sum B + \sum C + \sum D + \sum E = 100$

English Teacher

Dra. Sri Hartini
NIP. -

Semarang, January, 2011
Researcher

Prapasa Aji Setiawan
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APPENDIX 8 QUESTIONNAIRE

Name :

Student Number :

Jawablah pertanyaan-pertanyaan di bawah ini dengan benar. Berilah tanda (X) pada pilihan yang tersedia!

1. Apakah kalian sudah bisa membedakan penggunaan simple past dan simple present tense dalam percakapan bahasa Inggris?
 - a. Tidak bisa
 - b. Bisa
 - c. Sangat bisa
2. Apakah kalian sudah bisa mengerti penggunaan simple past tense dalam percakapan bahasa Inggris setelah adanya pembelajaran ini?
 - a. Tidak bisa
 - b. Bisa
 - c. Sangat bisa
3. Apakah kemampuan kalian dalam membuat percakapan dalam bahasa Inggris sudah meningkat setelah adanya penelitian ini?
 - a. Tidak meningkat
 - b. Meningkatkan
 - c. Sangat meningkat
4. Apakah kalian sudah bisa menguasai Regular dan Irregular verb dalam past tense?
 - a. Tidak bisa
 - b. Bisa
 - c. Sangat bisa
5. Apakah penelitian ini efektif dalam membantu anda membedakan Regular dan Irregular verb dan perubahannya dalam simple past tense?
 - a. Tidak efektif
 - b. Efektif
 - c. Sangat efektif
6. Apakah kemampuan berbicara bahasa Inggris kalian meningkat setelah diadakannya penelitian ini?
 - a. Tidak meningkat
 - b. Meningkatkan
 - c. Sangat Meningkatkan
7. Apakah kesalahan tata bahasa dalam percakapan bahasa Inggris kalian sudah bisa teratasi dengan adanya penelitian ini?
 - a. Tidak teratasi
 - b. Teratasi
 - c. Sangat Teratasi
8. Menurut kalian, efektifkah cara peneliti menerapkan metode mengajar dalam pembelajaran ini?
 - a. Tidak efektif
 - b. Efektif
 - c. Sangat Efektif

APPENDIX 9

TRANSCRIPT OF PRE-TEST

Group 1

Fita : Hallo, Ayu, how are you?
 Ayu : I am fine. E.....Where did you go, e..... last holiday?
 Fita : Yeah. I am go to Jogja with yo and asped.
 Ayu : Oh, ya. I just e.. e.. I can spend my holiday with you and asped.
 Fita : Yes, I am with you.
 Ayu : Oh, Fita, let's go home.
 Fita : Okay.

Group 2

Jaya : Good morning, Nendra?
 Agnendra : Good morning.
 Jaya : How are you today?
 Agnendra : I am fine, thanks. And you?
 Jaya : I am very well. Where did you go last week?
 Agnendra : I went to Lombok. What about you?
 Jaya : I went to Bali.
 Agnendra : Wow, it is wonderful. I just stayed /stayed/ at /a:t/ home.
 Jaya : Okay. Good bye.
 Agnendra : Good bye, Jaya

Group 3

Dewa : Good morning, Rudy.
 Rudy : How are you?
 Dewa : Fine, thanks. Where did you. And you?
 Rudy : I am fine. Where did you go last holiday?
 Dewa : I went to Prambanan temple. What about you?
 Rudy : It is very happy. I went to Ancol.
 Dewa : That's good.
 Rudy : Okay. Good bye Dewa.
 Dewa : Good bye Rudy.

Group 4

Sanjaya : Hi, Maharditya. How are you?
 Maharditya : Hi, Sanjaya. I am fine. And you?
 Sanjaya : I am fine too, thanks. By the way, where did you go last holiday?
 Maharditya : I went Ronggowarsito museum. And you?
 Sanjaya : I went to Malioboro. What about you?
 Maharditya : I am very happy.
 Sanjaya : Okay, see you.

Maharditya : See you.

Group 5

Nining : How are you?
 Nuansa : I am fine /fen/. And you?
 Nining : I am very /feri/ well. Where did you go, go last week?
 Nuansa : I am went to Surabaya. What about you?
 Nining : Wow. Last week, I just stayed at home.
 Nuansa : Okay. Good bye.
 Nining : Good bye, udah pak,, udah pak,,.

Group 6

Dea : Good morning, Anisa.
 Anisa : Good morning, Dea.
 Dea : How're you today?
 Anisa : I am fine, thank you. And you?
 Dea : I am very well, thank you. Where did you go last week?
 Anisa : I went to America. What about you?
 Dea : Wow. I went to Bali.
 Anisa : It wonderful. Okay, good bye, Dea.
 Dea : Good bye, Anisa.

Group 7

Cika : I'm fine, thanks. And you?
 Fitri : I am very well. Where did you go last week?
 Cika : I went to Thailand. What about you?
 Fitri : Wow. I went Lombok.
 Cika : It is very /feri/ good day.
 Fitri : It's okay. Good bye Cika, hahaha..(laughing).
 Cika : Good bye.

Group 8

Sekar : Hi, good morning.
 Sabrina : Good morning.
 Sekar : Ho about, how are you?
 Sabrina : I'm fine /fen/, thank you. And you?
 Sekar : I am very /feri/ well. Where did you go last month?
 Sabrina : I went to Surakarta. What about you?
 Sekar : Oh, I am last, last month, I went, I went, I went Sura,, Surabaya.
 Sabrina : Oh,, [pausing in a few seconds] Oh, It is wonderful.
 Sekar : Okay, see you.
 Sabrina : See you.

Group 9

Erin : Good evening, Nia?
 Nia : Good evening, Erin.

Erin : How are you today?
 Nia : I am fine. And you?
 Erin : I am okay. Where did you go,, heuh,, [laughing together],, where
 did you go tomorrow free day fast day?

Nia : I am went to Bali. What about you?
 Erin : I am went to Bali, eh, I went to. I went to Lombok. Hahaha
 [laughing together] Baleni pak, ya allah pak...

Group 10

Achmed : Hi, Adam. How are you?
 Adham : Hi, Achmed,. I am fine, and you?
 Achmed : I am fine, thanks. By the way, where did, where did, where did
 you go last month [mon]?

Adham : I am went to[it's unclear]

Achmed : I am went to Marlboro. Where about you?
 Adham : (it's unclear)
 Achmed : Okay, see you.
 Adham : See you.

Group 11

Umar : Hello.
 Ma'ruf : Good morning.
 Umar : Good morning.
 Ma'ruf : I am fine, thanks. And you?
 Umar : I am, I am fine.
 Ma'ruf : Where did you go last holiday?
 Umar : I went to Saudi Arabia. And you?
 Ma'ruf : I went to African.
 Umar : When you go to African?
 Ma'ruf : Last week.
 Umar : Okay, thanks.
 Ma'ruf : Thanks.

Group 12

Litha : Hi, good morning.
 Dian : Good morning.
 Litha : Where did you go last week?
 Dian : I went to Pati. What about you?
 Litha : It is wonderful. I just stay at home.

Dian : I am sorry Litha. I have a class now.
 Litha : It is okay. See you.
 Dian : See you.

Group 13

Gusman : Hello, Fan.
 Luthfan : Hello, How are you?
 Gusman : I am fine. And you?
 Luthfan : I am very well, thanks.
 Gusman : Where did you go last holiday?
 Luthfan : I went to Jogja with my classmate, and what about you?
 Gusman : I went to the tourism resort with my with Jorcom.
 Luthfan : Jorcom? What the hell is that?
 Gusman : Jorcom is my community.
 Luthfan : hmm.... Can I join. Wow, wow that sounds great. Oh, can I join
with your community?

Gusman : Och, wow, that's great. You can, you can come anytime. You
 want it?
 Luthfan : Okay, then deal!
 Gusman : Okay, what about you and your classmate?
 Luthfan : [stop for a while] Och, that's very excited and I I really enjoy it.
 Gusman : Ow..., sounds /son/ great, bro.

Group 14

Bagus : Good morning.
 Giri : How are you?
 Bagus : I am fine. And you?
 Giri : I am fine too.
 Bagus : Where did you go holiday?
 Giri : I went to Jogja. How about you?
 Bagus : I went to Papua.
 Giri : When you go to Papua?
 Bagus : Hmm, three days ago.
 Giri : Okay, thanks.
 Bagus : Your welcome.
 Giri : Nice to meet you

Based on the above conversation among students in the different group, the researcher categorized the students' errors as follow:

1. Simple past
2. Pronunciation
3. Preposition

4. Time signal

5. Modal

Then, the frequency of students' error would be presented based on each group.

1. Group 1 : 3 errors (simple past and modal)
2. Group 2 : 1 error (simple past)
3. Group 3 : 2 errors (simple past)
4. Group 4 : 2 errors (simple past and preposition)
5. Group 5 : 1 error (simple past)
6. Group 6 : 1 error (simple past)
7. Group 7 : 2 errors (simple past and preposition)
8. Group 8 : 3 errors (simple past and preposition)
9. Group 9 : 3 errors (simple past and time signal)
10. Group 10 : 2 errors (simple past)
11. Group 11 : 1 error (simple past)
12. Group 12 : 2 errors (simple past)
13. Group 13 : 3 errors (simple past, preposition and incomplete sentence)
14. Group 14 : 1 error (simple past)

Thus, the teaching learning activity would be given in the next session.

APPENDIX 10

TRANSCRIPT OF CYCLE 1 TEST

Group 1

Fita : Hallo, Ayu, how are you?
 Ayu : I am fine. Where did you go last holiday?
 Fita : Yeah. I am go to Jogja with yo and asped.
 Ayu : Oh, ya. I just e.. e.. I can spend my holiday with you and asped.
 Fita : Yes, I was with you.
 Ayu : Oh, Fita, let's go home.
 Fita : Okay.

Group 2

Jaya : Good afternoon, Nendra?
 Agnendra : Good afternoon, Jaya.
 Jaya : How are you today?
 Agnendra : I am fine, thanks. And you?
 Jaya : I am very happy now. Where did you go last week?
 Agnendra : I am visited my grandparents in a village. What about you?
 Jaya : I went to Bali.
 Agnendra : Wow, it is funtastic. I just stayed at home.
 Jaya : Okay. See you nandra.
 Agnendra : See you.

Group 3

Dewa : Good evening, Rudy.
 Rudy : How are you?
 Dewa : Fine, thank you. Where did you going. And you?
 Rudy : I am fine. Where did you go last holiday?
 Dewa : I went to Prambanan temple. What about you?
 Rudy : I was very happy. I went to Ancol.
 Dewa : That's good.
 Rudy : Okay. Good bye Dewa.
 Dewa : Good bye Rudy.

Group 4

Sanjaya : Hello, Mahar. How are you?
 Maharditya : Hi, Sanjaya. I am great now. And you?
 Sanjaya : I am fine too, thank you. Where did you go last vacation anyway?
 Maharditya : I went to Toba Lake last vacation. And you?
 Sanjaya : I went to Parangtritis beach. What about you?
 Maharditya : I am very happy.
 Sanjaya : Okay, see you later.
 Maharditya : See you.

Group 5

Nining : How are you?
 Nuansa : I am fine. And what about you?
 Nining : I am very well. Where did you go last week?
 Nuansa : I am went to Losari beach. What about you, nining?
 Nining : Wow. Last week, I just help my parents at home.
 Nuansa : Okay. See you tomorrow.
 Nining : See you.

Group 6

Dea : Good morning, Anisa.
 Anisa : Good morning, Dea.
 Dea : How're you today?
 Anisa : I am fine, thanks. And how about you?
 Dea : I am very well, thank you. Where do you go yesterday?
 Anisa : I went to Bangkok. What about you?
 Dea : Wow. I just going to Prambanan Temple.
 Anisa : It was awesome. Okay, good bye, Dea.
 Dea : Good bye, Anisa.

Group 7

Cika : Hi, Fitri.
 Fitri : Hi, Cika. Nice to see you again.
 Cika : Me too. Where did you go last holiday?
 Fitri : Wow. I went to Kuala Lumpur.
 Cika : It was very interesting day.
 Fitri : It's okay. Good bye Cika, hahaaha..(laughing).
 Cika : Good bye.

Group 8

Sekar : Hello, Sekar. Good morning.
 Sabrina : Good morning too, Sabrina.
 Sekar : Ho about, how are you?
 Sabrina : I'm well, thank you. And you?
 Sekar : I am very /feri/ well. Where did you do yesterday morning?
 Sabrina : I went to Jogja. How about you?
 Sekar : Oh, yesterday morning, I went, I went to [laughing] Lawang Sewu.
 Sabrina : Oh, [pausing in a few seconds] Oh, It was wonderful.
 Sekar : Right, I am in hurry now. See you next.
 Sabrina : See you.

Group 9

Erin : Good evening, Nia?
 Nia : Good evening, Erin.
 Erin : How are you today?

Nia : I am fine. And you?
 Erin : I am okay. Where did you go,[laughing together], where did you go yesterday free day?
 Nia : I am going to Grojogan Sewu waterfall. What about you?
 Erin : I am went to Bali, eh, I went to. I went to Lombok. Hahaha

[laughing together] Baleni pak, ya allah pak...

Group 10

Achmed : Hi, Adam. How are you?
 Adham : Hi, Achmed,. I am fine, and you?
 Achmed : I am fine, thank you. By, by the way, where, where did, where did you go last week?
 Adham : I went to Puncak.
 Achmed : Great! I am just went to Ancol to have vacation. What about you?
 Adham : Hhmmm..... I, I want to go.
 Achmed : Okay, good bye
 Adham : Bye.

Group 11

Ma'ruf : Good morning.
 Umar : Good morning.
 Ma'ruf : I am fine, thanks. And you?
 Umar : I am, I am fine.
 Ma'ruf : Where did you go, go last holiday?
 Umar : I went to Saudi Arabia. And you?
 Ma'ruf : I went African.
 Umar : When you go to African?
 Ma'ruf : Last week.
 Umar : Okay, see you.
 Ma'ruf : see you.

Group 12

Litha : Hello, good morning.
 Dian : Good morning.
 Litha : Where did you go last week?
 Dian : I went to Bunaken island. What about you?
 Litha : It is wonderful. I just watch television at home.
 Dian : I am sorry Litha. I want to go now.
 Litha : Okay. See you then.
 Dian : See you.

Group 13

Gusman : Good afternoon, Fan.

Luthfan : Good afternoon, man. How are you?
 Gusman : I am well. And you?
 Luthfan : I am very well too, thanks.
 Gusman : Where did you go last month?
 Luthfan : I went to beach with my classmates, and what about you?
 Gusman : I went to the tourism resort with my family.
 Luthfan : Wow! That sounds nice.
 Gusman : Of course, fan. I'm sorry, I have to leave now
 Luthfan : That's alright. Good bye man.
 Gusman : Good bye, bro.

Group 14

Bagus : Good morning.
 Giri : How are you?
 Bagus : I am fine. And you?
 Giri : I am fine too.
 Bagus : Where did you go holiday?
 Giri : I went to Jogja. How about you?
 Bagus : I went to Papua.
 Giri : When you go to Papua?
 Bagus : Hmm, three days ago.
 Giri : Okay, thanks.
 Bagus : Your welcome.
 Giri : Nice to meet you

Based on the above conversation among students in the different group, the researcher categorized the students' mistakes in cycle 1 test as follow:

6. Simple past
7. Pronunciation
8. Preposition
9. Fluency

Then, the frequency of students' mistakes would be presented based on each group.

15. Group 1 : 2 mistake (simple past and modal)
16. Group 2 : 2 mistakes (simple past)
17. Group 3 : 1 mistake (simple past)
18. Group 4 : 2 errors (simple past and preposition)
19. Group 5 : 2 mistakes (simple past)
20. Group 6 : 1 mistake (simple past)

- 21. Group 7 : 1 mistake (simple past and preposition)
- 22. Group 8 : 1 mistake (simple past and preposition)
- 23. Group 9 : 3 mistakes (simple past and time signal)
- 24. Group 10 : 1 mistake (simple past)
- 25. Group 11 : 2 mistakes (simple past and preposition)
- 26. Group 12 : no mistake
- 27. Group 13 : 1 mistake (simple past)
- 28. Group 14 : 2 mistakes (simple past)

Thus, the teaching learning activity would be given in the next session which was the second cycle to overcome those mistakes by applying the transformation drill.

APPENDIX 11

TRANSCRIPT OF POST-TEST

Group 1

Fita : Hallo, Ayu, how are you?
 Ayu : I am fine. Where did you go last holiday?
 Fita : Yeah. I went to Jogja with friends.
 Ayu : Yups. I just spent my holiday with my family
 Fita : Yes, I am with you.
 Ayu : Oh, Fita, let's go home.
 Fita : Okay.

Group 2

Jaya : Good morning, Nendra?
 Agnendra : Good morning.
 Jaya : How are you today?
 Agnendra : I am fine, thanks. And you?
 Jaya : I am very well. Where did you go last week?
 Agnendra : I went to Lombok. What about you?
 Jaya : I went to Bali.
 Agnendra : Wow, it is wonderful. I just stayed /stayed/ at /a:t/ home.
 Jaya : Okay. Good bye.
 Agnendra : Good bye, Jaya

Group 3

Dewa : Good morning, Rudy.
 Rudy : How are you?
 Dewa : Fine, thanks. Where did you go last summer?
 Rudy : I went to Lombok Island. What about you?
 Dewa : I just went to Prambanan temple. What did you feel?
 Rudy : I was very happy.
 Dewa : I thinks so.
 Rudy : Okay. Good bye, Dewa.
 Dewa : Good bye Rudy.

Group 4

Sanjaya : Hi, Maharditya. How are you?
 Maharditya : Hi, Sanjaya. I am fine. And you?
 Sanjaya : I am fine too, thanks. By the way, where did you go last holiday?
 Maharditya : I went to Ancol Ronggowarsito. And how about you?
 Sanjaya : I went Malioboro. With whom did you go there?
 Maharditya : I was with my family.
 Sanjaya : Okay, see you tomorrow.
 Maharditya : See you.

Group 5

Nining : Good morning, How are you?
 Nuansa : I am fine. And you?
 Nining : I am very well. Where did you go last week?
 Nuansa : I visited my grandparents in Surabaya. What about you?
 Nining : Last week, I watched a scary movie in the cinema.
 Nuansa : I see. With whom did you go there?
 Nining : I am with my friends.
 Nuansa : Allright, see you later.
 Nining : See you.

Group 6

Dea : Good morning, Anisa.
 Anisa : Good morning, Dea.
 Dea : How're you today?
 Anisa : I am fine, thank you. And you?
 Dea : I am very well, thank you. Where did you go last week?
 Anisa : I went to America. What about you?
 Dea : Wow. I went to Bali.
 Anisa : It was wonderful. Okay, good bye, Dea.
 Dea : Good bye, Anisa.

Group 7

Cika : I'm fine, thanks. And you?
 Fitri : I am very well. Where did you go last week?
 Cika : I went to Thailand. What about you?
 Fitri : Wow. I went to Pangandaran beach.
 Cika : It is very good day.
 Fitri : It's okay. Good bye.
 Cika : Good bye.

Group 8

Sekar : Hi, good morning.
 Sabrina : Good morning.
 Sekar : Ho about, how are you?
 Sabrina : I'm fine /fen/, thank you. And you?
 Sekar : I am very well. Where did you go last month?
 Sabrina : I went to Surakarta. What about you?
 Sekar : Oh, last month I went to Surakarta.
 Sabrina : Oh, [pausing in a few seconds] Oh, It is wonderful.
 Sekar : Okay, see you.
 Sabrina : See you.

Group 9

Erin : Good evening, Nia?

Nia : Good evening, Erin.
 Erin : How are you today?
 Nia : I am fine. And you?
 Erin : I am okay. Where did you go yesterday?
 Nia : I went to Bali. What about you?
 Erin : I went to Puncak. It was very cloudy there.
 Nia : Really! I can't imagine. I hope you are in a good condition now.
 Erin : Yup, thanks.
 Nia : See you later
 Erin : See you.

Group 10

Achmed : Hi, Adam. How are you?
 Adham : Hi, Achmed,. I am fine, and you?
 Achmed : I am fine, thanks. By the way, where did you go last month?
 Adham : I went to Parangtritis beach with my classmates.
 Achmed : Really! Where were you yesterday?
 Achmed : I was in Marlboro. Where about you?
 Adham : I bought some souvenirs
 Achmed : Okay, see you.
 Adham : See you.

Group 11

Umar : Hello.
 Ma'ruf : Good morning.
 Umar : Good morning.
 Ma'ruf : I am fine, thanks. And you?
 Umar : I am, I am fine.
 Ma'ruf : Where did you go last holiday?
 Umar : I went to Saudi Arabia. And you?
 Ma'ruf : I went to African.
 Umar : When did you go on last holiday?
 Ma'ruf : Last holiday, I went to Bunaken Island.
 Umar : That is awesome. With whom did you go there, ma'ruf?
 Ma'ruf : I was with my family.
 Umar : Okay, see you later.
 Ma'ruf : See you.

Group 12

Litha : Hi, good morning.
 Dian : Good morning.

Litha : Where did you go last week?
 Dian : I went to Pati. What about you?
 Litha : It was wonderful. I just stayed at home.
 Dian : I am sorry Litha. I have a class now.
 Litha : It is okay. See you.
 Dian : See you.

Group 13

Gusman : Hello, Fan.
 Luthfan : Hello, How are you?
 Gusman : I am fine. And you?
 Luthfan : I am very well, thanks.
 Gusman : Where did you go last holiday?
 Luthfan : I went to Jogja with my classmate, and what about you?
 Gusman : I went to the tourism resort with my with group.
 Luthfan : What for did you go there?
 Gusman : I just relaxed my life there.
 Luthfan : [stop for a while] that's very excited and I think.
 Gusman : It was great, bro.
 Luthfan : I think so

Group 14

Bagus : Good morning.
 Giri : How are you?
 Bagus : I am fine. And you?
 Giri : I am fine too.
 Bagus : Where did you go holiday?
 Giri : I went to Jogja. How about you?
 Bagus : I went to Papua.
 Giri : When did you go to Papua?
 Bagus : Hmm, three days ago.
 Giri : Okay, thanks.
 Bagus : Your welcome.
 Giri : Nice to meet you

Based on the above conversation among students in the different group, the researcher categorized the students' mistakes as follow:

10. Simple past
11. Pronunciation
12. Preposition
13. Time signal
14. Modal

Then, the frequency of students' mistakes would be presented based on each group.

- 29. Group 1 : 1 errors (simple past)
- 30. Group 2 : 1 mistake (simple past)
- 31. Group 3 : no mistakes
- 32. Group 4 : 1 mistake (simple past and preposition)
- 33. Group 5 : 1 error (simple past)
- 34. Group 6 : no mistake
- 35. Group 7 : 1 mistake (simple past)
- 36. Group 8 : no mistake
- 37. Group 9 : 1 mistake (simple past)
- 38. Group 10 : 1 mistake (simple past)
- 39. Group 11 : no error (simple past)
- 40. Group 12 : no mistake
- 41. Group 13 : no mistake
- 42. Group 14 : no mistake

Thus, the teaching learning activities were successfully done with the improvement of students in the oral past tense in dialog.

APPENDIX 12
LIST OF STUDENTS' NAME

NO	STUDENTS' NAME	STUDENTS' CODE
1	ACHMED SURYA SUWARNO	S-01
2	ADHAM REZA ARRACHMAN	S-02
3	ANISA ANGGRAINI	S-03
4	ARFITA TRI MAYASARI	S-04
5	ARIFIA ANINDITA K	S-05
6	AYU WULAN SARI	S-06
7	DEWA ARMADA PUTRA	S-07
8	DIANNISA RACHMAWATI	S-08
9	ERIN PRIHASTIAN	S-09
10	FITRIA NUR EKAWATI	S-10
11	HANAFI GIRINDRA P	S-11
12	JAYA ABADI ALMUKHOIRUN	S-12
13	KURNIAWAN CANDRA G	S-13
14	KURNIAWAN SANJAYA	S-14
15	LUTHFAN GIFFARI RULIANDOKO	S-15
16	MAHARDITYA RESTU BAHARI	S-16
17	MARLITHA NUSA P	S-17
18	MARUF PANDU NEGORO	S-18
19	MUHAMAD WIRYAWAN RUKMANA	S-19
20	MUHAMMAD AGNENDRA GAGASMARA	S-20
21	NATANIA ANINDYAJATI	S-21
22	NINING HERAWATI	S-22
23	NUANSA AYU RENANDA	S-23
24	RICKA ANGGRAINI	S-24
25	RISKI YANUARDI PUTRA	S-25
26	RUDY SUSANTO	S-26
27	SABRINA DEA NENIK MARTAWIYANI	S-27
28	SEKAR MUTHIA KARIMA	S-28
29	UMAR SYARIF AL JUFRI	S-29

APPENDIX 13
THE SCORE OF PRE-TEST

No.	SC	Aspects					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	A-1	7	10	7	6	18	48
2	A-2	8	12	5	6	18	49
3	A-3	12	11	8	9	18	58
4	A-4	13	8	10	11	17	59
5	A-5	13	9	10	12	18	62
6	A-6	12	7	12	10	16	57
7	A-7	12	11	10	10	18	61
8	A-8	9	7	7	7	18	48
9	A-9	10	7	6	7	18	48
10	A-10	9	8	7	7	18	49
11	A-11	12	8	9	8	18	55
12	A-12	10	7	10	9	18	54
13	A-13	13	11	14	12	18	68
14	A-14	11	10	7	10	18	56
15	A-15	15	15	16	15	18	79
16	A-16	9	8	7	6	18	48
17	A-17	9	7	7	6	18	47
18	A-18	12	9	9	8	18	56
19	A-19	-	-	-	-	-	-
20	A-20	11	12	6	11	18	58
21	A-21	10	7	8	6	18	49
22	A-22	14	13	10	12	18	67
23	A-23	12	11	9	10	18	60
24	A-24	9	9	7	6	18	49
25	A-25	10	10	8	8	18	54
26	A-26	10	9	8	7	18	52
27	A-27	11	7	7	6	18	49
28	A-28	10	8	7	6	18	49
29	A-29	13	11	8	8	18	58
Σ		306	262	239	239	501	1547
Average		10.92	9.35	8.53	8.53	17.89	55.25

Note:

SC = Students' Code

APPENDIX 14
THE SCORE OF CYCLE 1 TEST

No.	SC	Aspects					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	A-1	11	12	11	11	18	63
2	A-2	11	14	10	10	19	64
3	A-3	13	13	11	12	18	67
4	A-4	13	13	12	13	18	69
5	A-5	14	11	12	14	19	70
6	A-6	13	10	14	12	19	68
7	A-7	14	13	13	12	19	71
8	A-8	10	10	11	10	19	60
9	A-9	11	10	11	9	18	59
10	A-10	11	10	11	10	18	60
11	A-11	13	11	10	10	19	63
12	A-12	11	10	11	10	19	61
13	A-13	14	13	15	13	19	74
14	A-14	13	12	10	11	19	65
15	A-15	16	16	15	16	19	82
16	A-16	11	9	12	10	19	61
17	A-17	10	10	10	10	18	58
18	A-18	13	10	12	10	18	63
19	A-19	-	-	-	-	-	
20	A-20	13	12	13	12	18	68
21	A-21	11	10	11	10	18	60
22	A-22	14	13	13	14	18	72
23	A-23	12	12	11	11	18	64
24	A-24	11	11	12	12	19	65
25	A-25	11	10	11	11	19	62
26	A-26	12	10	10	11	19	62
27	A-27	13	10	11	12	19	65
28	A-28	14	11	13	11	19	68
29	A-29	14	11	12	11	19	67
Σ		347	317	328	318	521	1831
Average		12.39	11.32	11.71	11.35	18.60	65.39

Note:

SC = Students' Code

APPENDIX 15
THE SCORE OF POST-TEST

No.	SC	Aspects					Total
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	
1	A-1	14	14	14	13	19	74
2	A-2	14	15	14	15	19	77
3	A-3	14	15	14	14	19	76
4	A-4	14	14	15	14	19	76
5	A-5	15	14	14	15	19	77
6	A-6	14	14	15	14	19	76
7	A-7	14	14	15	15	19	77
8	A-8	14	13	15	14	19	75
9	A-9	14	14	15	14	18	75
10	A-10	14	14	14	15	19	76
11	A-11	15	14	15	14	19	77
12	A-12	14	14	15	15	19	77
13	A-13	15	15	15	15	19	79
14	A-14	14	14	15	14	19	76
15	A-15	17	18	17	17	20	89
16	A-16	14	14	15	15	19	77
17	A-17	14	13	14	14	18	73
18	A-18	14	13	14	14	19	74
19	A-19	-	-	-	-	-	
20	A-20	14	14	15	14	18	75
21	A-21	13	13	14	14	19	73
22	A-22	14	15	14	14	19	76
23	A-23	14	14	14	15	18	75
24	A-24	14	14	15	14	19	76
25	A-25	14	13	14	14	18	73
26	A-26	14	14	14	13	18	73
27	A-27	14	14	15	15	18	76
28	A-28	14	13	14	15	19	75
29	A-29	14	14	15	14	19	76
Σ		397	394	409	403	526	2129
Average		14.17857143	14.07142857	14.60714286	14.39285714	18.78571429	76.03571

Note:

SC = Students' Code

APPENDIX 16
THE SCORE OF QUESTIONNAIRE

No	SC	Score per item								Total
		1	2	3	4	5	6	7	8	
1	A-1	3	2	3	3	1	3	3	2	20
2	A-2	2	3	3	3	3	2	2	2	20
3	A-3	2	2	3	2	3	2	3	2	19
4	A-4	2	2	3	2	3	2	3	2	19
5	A-5	2	2	2	3	3	2	3	2	19
6	A-6	3	3	3	3	3	3	3	3	24
7	A-7	2	2	3	2	3	2	3	2	19
8	A-8	3	2	2	2	2	2	3	2	18
9	A-9	3	2	3	3	3	3	3	3	23
10	A-10	2	2	3	3	1	3	2	2	18
11	A-11	2	2	3	3	3	2	2	3	20
12	A-12	2	2	3	3	2	2	2	2	18
13	A-13	2	2	3	3	2	3	2	2	19
14	A-14	3	2	3	3	2	2	2	2	19
15	A-15	3	2	3	3	3	3	3	2	22
16	A-16	3	2	3	3	2	3	2	2	20
17	A-17	3	2	3	3	3	3	3	2	22
18	A-18	2	3	3	2	3	2	2	1	18
19	A-19									
20	A-20	3	2	3	3	2	3	3	3	22
21	A-21	3	2	3	3	2	3	3	2	21
22	A-22	2	2	3	3	3	2	2	3	20
23	A-23	2	2	3	3	1	2	2	2	17
24	A-24	2	2	3	3	3	3	2	3	21
25	A-25	3	3	3	3	3	3	2	2	22
26	A-26	2	2	3	2	3	3	2	3	20
27	A-27	3	2	3	3	3	3	2	2	21
28	A-28	3	2	3	2	1	3	2	2	18
29	A-29	3	3	3	3	3	3	3	3	24
	Σ	70	61	82	77	69	72	69	63	563
	Mean	2.5	2.17	2.92	2.75	2.46	2.57	2.46	2.25	20.10

Note:

SC = Students' Code

APPENDIX 17

RESEARCH INSTRUMENT

Observation Journal of Action Research of the Tenth Grade Students

of SMA Ksatrian 1 Semarang in the Academic Year 2010 / 2011

No	Activities	Cycle 1		Cycle 2	
		First Meeting	Second Meeting	First Meeting	Second Meeting
I	BKOF				
	a. Students' understanding about simple past tense	Low	Medium	Medium	High
	b. Students' response intensity toward the questions given	Very Low	Low	Medium	Medium
	c. Students' ability in answering questions	Low	Low	Medium	Medium
	d. Students' participation intensity in the classroom	Very Low	Low	Medium	High
II	e. Students' interest and motivation toward English teaching and learning process	Low	Medium	Medium	High
	MOT				
	a. Students' understanding about form or structure of sentences (positive, negative and interrogative)	Low	Low	Medium	Medium
		Low	Medium	Medium	High
		Low	Medium	Medium	High

	<p>b. Students' understanding of past tense</p> <p>c. Students' understanding of regular and irregular verbs</p> <p>d. Students' response intensity toward the questions given</p> <p>e. Students' ability in answering questions</p> <p>f. Students' participation intensity in the classroom</p> <p>g. Students' interest and motivation toward English teaching and learning process</p>	<p>Low</p> <p>Low</p> <p>Low</p> <p>Medium</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>	<p>High</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p>
III	<p>JCOT</p> <p>a. Students' understanding about the form or structure of sentences (positive, negative and interrogative)</p> <p>b. Students' understanding of past tense</p> <p>c. Students' understanding of regular and irregular verbs</p> <p>d. Students' response intensity toward the questions given</p> <p>e. Students' ability in answering questions</p>	<p>Medium</p> <p>Low</p> <p>Low</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Low</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>High</p> <p>Medium</p> <p>Medium</p>	<p>High</p> <p>Medium</p> <p>Medium</p> <p>High</p> <p>Medium</p> <p>High</p> <p>High</p> <p>Medium</p>	<p>High</p> <p>High</p> <p>High</p> <p>Very High</p> <p>High</p> <p>High</p> <p>Very High</p> <p>High</p>

	<p>f. Students' participation intensity in the classroom</p> <p>g. Students' interest and motivation toward English teaching and learning process</p> <p>h. Students' ability in performing the dialog</p>				
IV	<p>ICOT</p> <p>a. Students' understanding about the form or structure of sentences (positive, negative and interrogative)</p> <p>b. Students' understanding of past tense</p> <p>c. Students' understanding of regular and irregular verbs</p> <p>d. Students' response intensity toward the questions given</p> <p>e. Students' ability in answering questions</p> <p>f. Students' participation intensity in the classroom</p> <p>g. Students' interest and motivation toward English teaching and learning process</p> <p>h. Students' ability performing the dialog</p>	<p>Medium</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Low</p> <p>Medium</p> <p>Medium</p> <p>Low</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p> <p>High</p> <p>High</p> <p>Medium</p> <p>High</p> <p>High</p> <p>High</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Very High</p> <p>High</p>

Note:

- Very low : The class participation is very low. There is no respond or only one student gives respond to the classroom activities.
- Low : The class participation is low. Only few or less than half classroom member give responds to the classroom activities.
- Medium : The class participation is medium. A half of classroom member participates in the classroom activities.
- High : The class participation is high. More than a half of classroom member participates in the classroom activities.
- Very high : The class participation is very high. Teaching and learning process can run well and effectively. A whole classroom member participates in the classroom activities.

**FIGURE 1
CYCLE OF CLASSROOM ACTION RESEARCH**

**FIGURE 2
LEARNING MEDIA**



FIGURE 3
LEARNING MEDIA

