



**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
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by

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ABSTRACT

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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.