

**TEACHING ENGLISH TENSES USING AUDIOLINGUAL METHOD IN  
JUNIOR HIGH SCHOOL**

**THESIS**

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**SURAT PERNYATAAN KEASLIAN**  
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Teaching English Tenses Using Audiolingual Method in Junior High School**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 Maret 2025

Saya yang membuat surat pernyataan



Naila Putri Baizura

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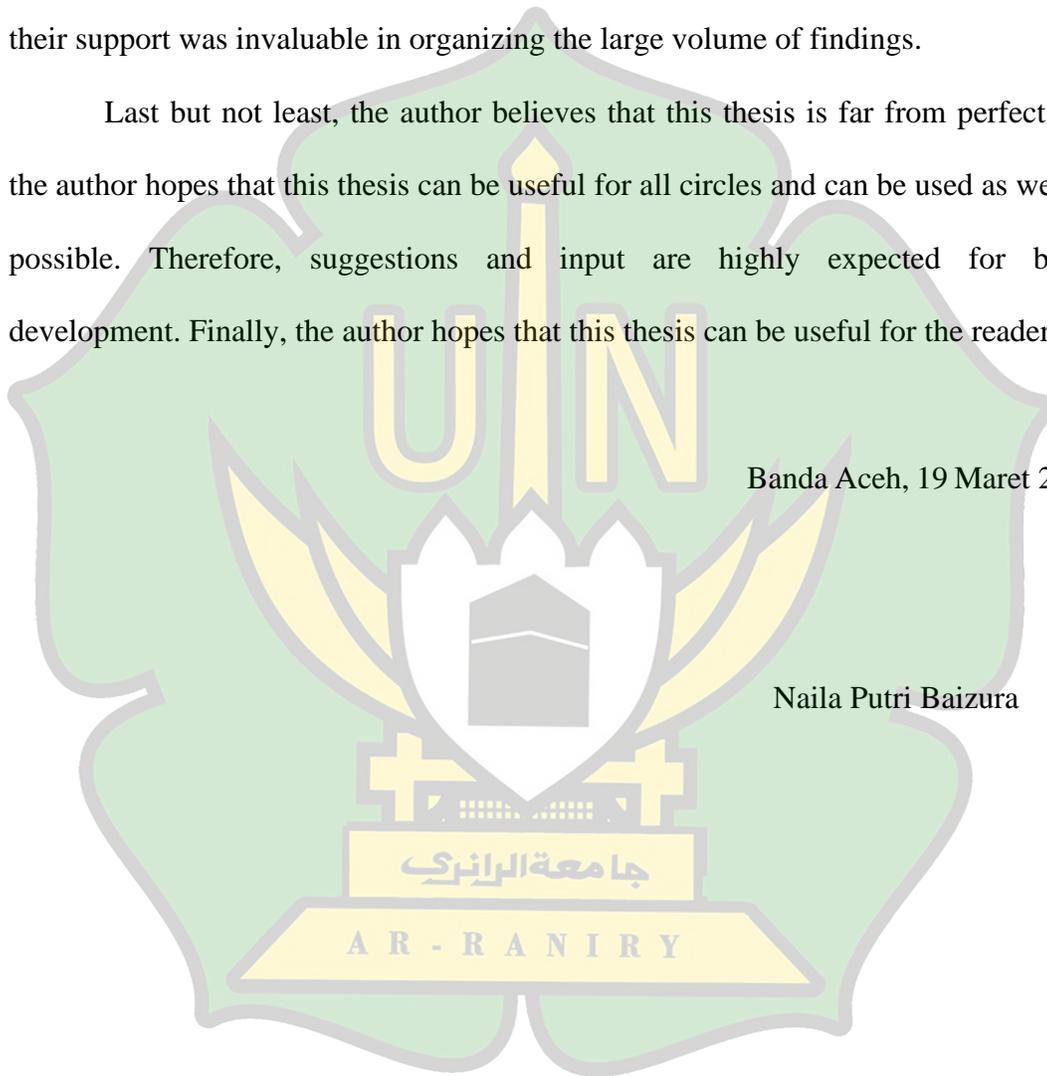
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Banda Aceh, 19 Maret 2025

Naila Putri Baizura



## ABSTRACT

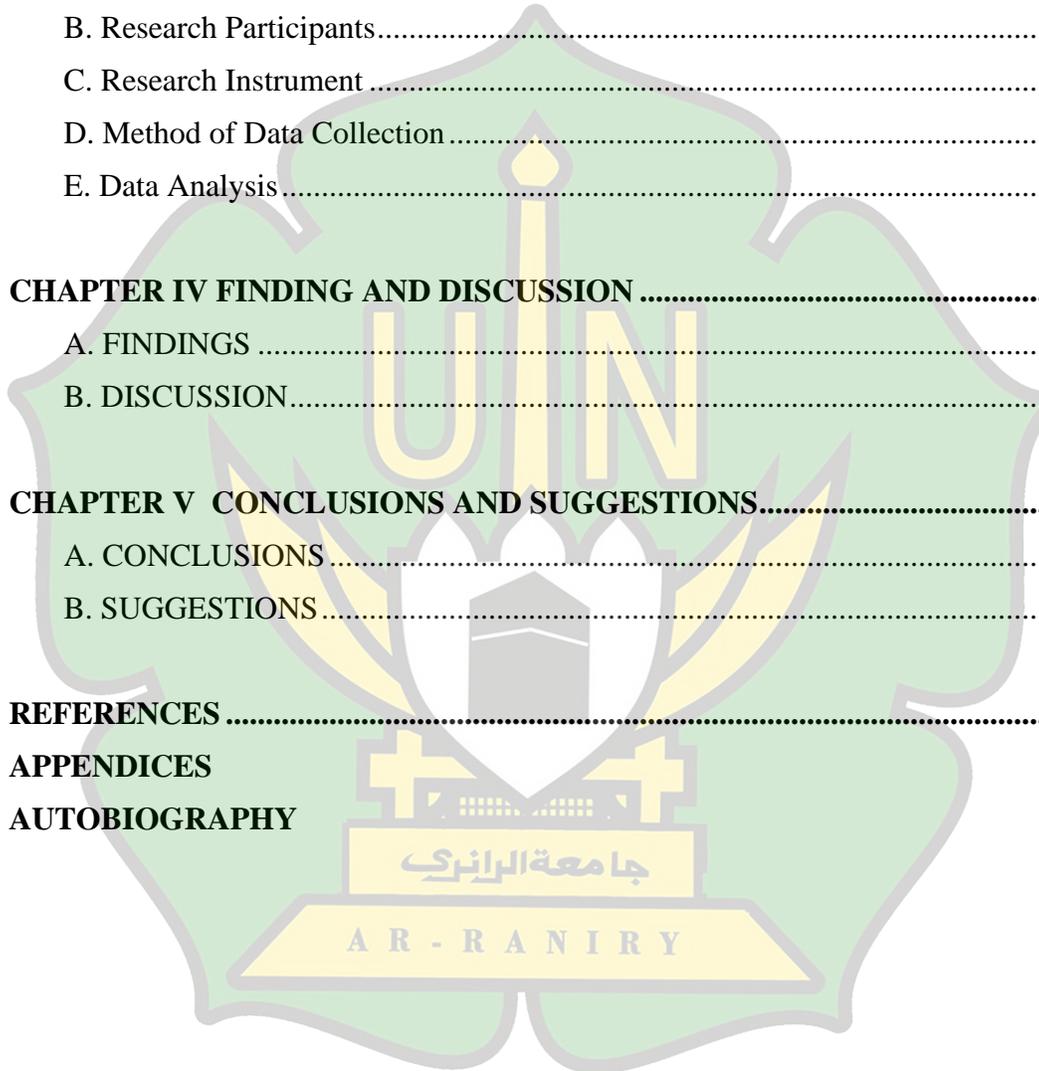
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Teaching Effectiveness.

This thesis investigates the effectiveness of the Audiolingual Method in teaching English tenses to junior high school students at SMPN 8 Banda Aceh. The research addresses two primary questions: (1) Is the use of the Audiolingual Method effective for learning English tenses? and (2) What are the obstacles in using the Audiolingual Method in learning English tenses in the classroom? A quantitative research design was used that involved pre-test and post-test (approach with a sample of 31 students). Findings indicate a significant improvement in students' mastery of English tenses, with the pre-test scores averaging 63.60 and the post-test scores averaging 80.96, demonstrating an increase of 17.36 points. Statistical analysis confirmed the effectiveness of the method, as the p-value was less than 0.05, allowing for the rejection of the null hypothesis. Additionally, a questionnaire revealed that most students perceived the Audiolingual Method as beneficial, noting that it had increased their engagement, confidence, and enjoyment in learning. However, challenges were also identified, particularly related to the diverse learning styles of students, which impacted the effectiveness of the method for some individuals. The study concludes that while the Audiolingual Method is effective in enhancing the understanding of tenses, it is essential for educators to adapt teaching strategies to accommodate various learning preferences in the classroom.

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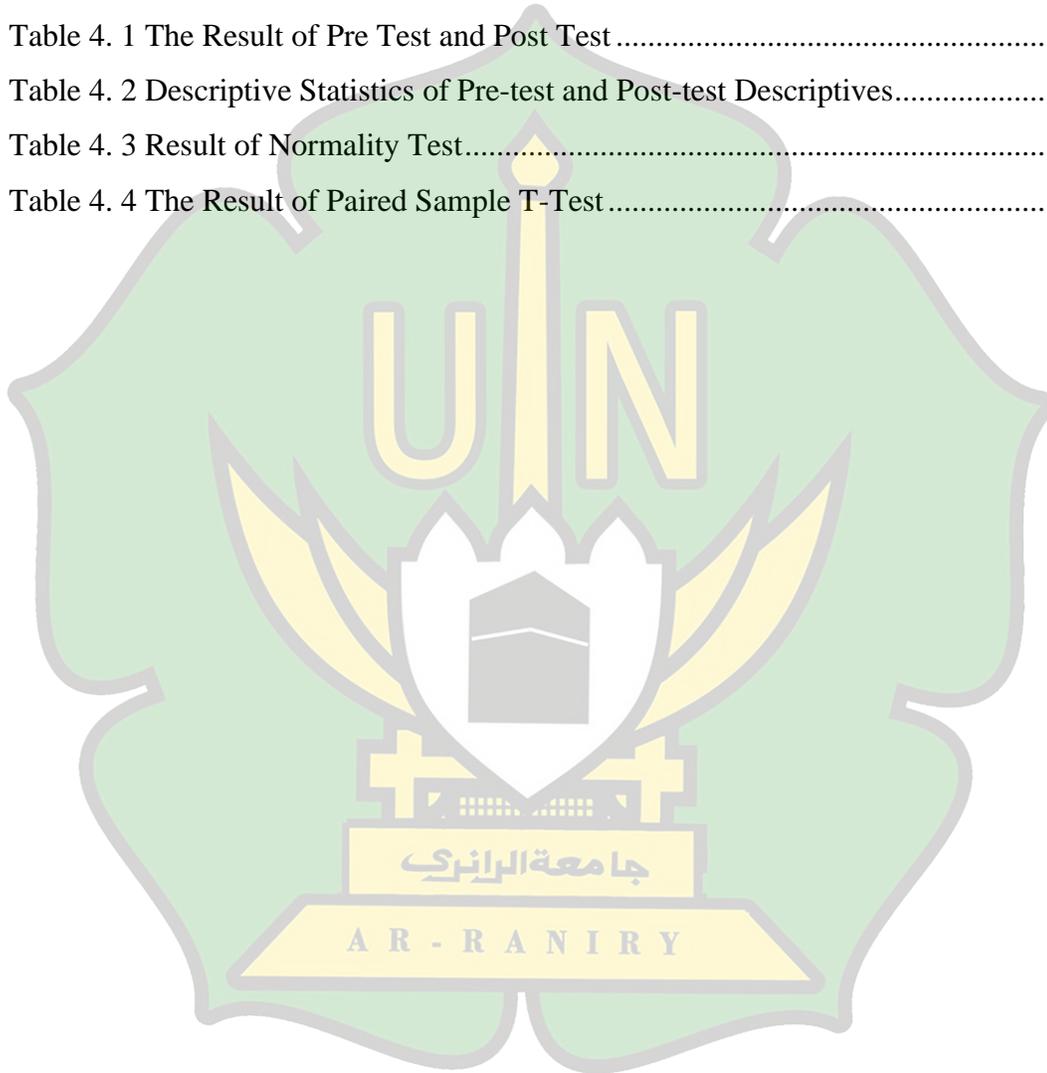
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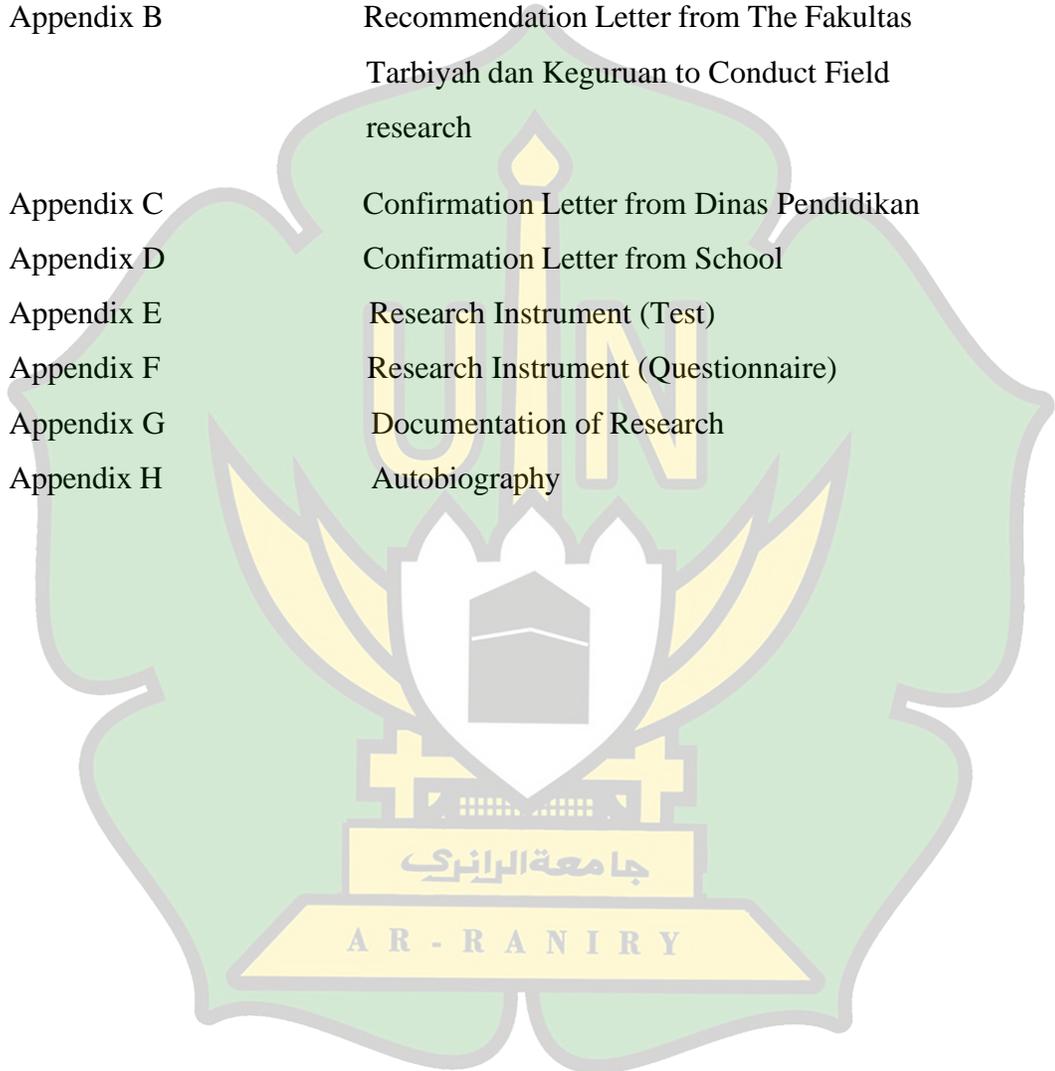


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## CHAPTER I

### INTRODUCTION

This chapter is divided into six sections, beginning with the study background, followed by the research question, aims of the research, significance of the study, hypothesis, and key terminology. These sections are essential to clarify, as this chapter provides an overview of the research.

#### **A. Background of Study**

Teaching is the process of facilitating activities that help students learn. It involves supporting students' performance, rather than simply controlling or testing them. In this context, teaching aims to encourage students to produce or practice the target language and express themselves. The materials provided by the teacher should align with the school's curriculum, ensuring that students can absorb the content and ultimately communicate in the target language, which in this case is English. Many students face challenges in using English for communication due to various factors, such as limited vocabulary, inadequate understanding of grammar, or even the teaching methods employed by the teacher. A teacher should also master teaching methods and create a pleasant learning atmosphere, therefore teachers must pay attention to learning methods that are suitable for students. This study will discuss and use one of the learning methods, namely the audiolingual method.

According to Sharpe 2018 as cited in Suwarno et al. (2023) the audiolingual approach gained popularity in the 1950s and 1960s. It began in the early 1900s when American linguists such as Bloomfield and Fries endeavored to compile a list of every indigenous language that was spoken in the country. Later, the technique became well-known when behaviorist psychologists like Skinner held the view that repetition and reinforcement could be used to teach actions, including language. Known as the "army method," the audio-lingual approach was used during World War II to help soldiers quickly gain the language skills needed to infiltrate enemy areas. This teaching method focuses on repetition of words and phrases to enhance students' ability to communicate effectively in the target language. The repetition and drills are designed to simplify complex sentences, breaking them down into smaller, more manageable parts.

A key element of audio-lingual language teaching methods, which focus on oral practice and the repetition of structural patterns, is drilling. Based on the previous statement, students are trained in using grammatical phrase patterns through the audio-lingual method. The primary objective of this approach is to enable students to communicate effectively in the target language. The audio-lingual approach drills speaking abilities, particularly a student's vocabulary, through repetition, replacement, and question answering. The behavior and language of the children are more within the teacher's control. Subsequently, the instructor can ascertain how well the students have retained their terminology. As previously stated,

the instructional plan in the classroom centers on the students' accurate instructor imitation. In addition to producing accurate work, students are also expected to pay attention to proper pronunciation (Suwarno et al., 2023).

The audiolingual method is almost similar to the grammar teaching method. The grammar teaching method primarily focus on reading and writing the Grammar-Translation Method (GTM) is a traditional language teaching approach that focuses on learning grammatical rules and vocabulary through translation exercises. The weakness of GTM is limited to speaking and listening, then lack of contextual learning. The difference between the audiolingual method and GTM is that in the learning process, the audiolingual method always patterns drills, in which the students practice specific grammatical structures through controlled exercises.

The objective of the audiolingual method is to achieve correct pronunciation and grammar, the ability to respond promptly and accurately in speaking situations, and a solid vocabulary that can be used with grammatical structures. Based on Larsen Freeman book (2000) the goals of the teachers who use the audiolingual method is that the teachers consider they want their students to be able to utilize the target language in communication, they must overlearn it that is, they must become fluent in it without having to think about it all the time. By eliminating old habits from the native language and cultivating new ones in the target language, their pupils succeed in this endeavor. The audiolingual method have strengths and weaknesses in teaching process. The strength of this method is active participation by students, as

well as immediate teacher feedback, can produce excellent speaking accents, and can develop students vocabulary. The weaknesses from this method is underdevelop in writing, reading, and grammar skills, it takes a very specialized teacher with an impeccable accent and an ear for small errors otherwise, students risk just repeating words without really understanding what they are saying.

Tenses are an essential part of learning English, as they indicate when an action or state occurs, allowing learners to communicate effectively about past, present, and future events. Understanding tense helps students express ideas accurately, enhance clarity in communication, and improve comprehension when reading and listening. Mastery of tense also aids in developing grammatical proficiency, which is essential for writing and speaking coherently.

In Indonesia, learning English as a foreign language is mandatory for junior high school students. The goal is to reach a level of literacy that enables students to use English in both formal and informal situations, as well as to access and apply the knowledge they have gained, is the goal of the implementation. Unfortunately, not all students love learning English, and this problem extends beyond implementation. In addition to teaching students a new language, the current teaching approach, which only imparts content, contributes to creating a stressful learning environment for them (Asumpta & Kusumaningrum, 2015). The current situation in English language teaching in junior high school, as far as my experience is concerned, there is the climate of boredom of students encountered during the teaching and learning

process. This situation makes it impossible for them to adequately absorb the knowledge. Furthermore, the objectives of the teaching and learning process will not be fully achieved.

A junior high school teacher is asked to come up with an innovative teaching and learning method to address this issue. It is difficult for teachers to implement an engaging teaching method in their English classes. The teaching and learning process can be made more engaging in various ways. Additionally, it can become more interesting through the use of different methods. One way to help teachers in creating fun learning is by using the audiolingual method. This method can increase student activeness in communicating in the learning process and make the learning tenses easy to understand because this method mostly focuses on speaking and listening. In this method, teachers are also required to master the language and have a good way of communicating with students. To find out whether this method is suitable for junior high school students, the author obtained the source of questions that were answered in this study, while:

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## **B. Research Questions**

This research discusses:

- a. Is the use of audiolingual method effective for learning English tenses?
- b. What are the obstacle of using audiolingual method in learning English tenses in classroom?

## **C. Aims of the Research**

The aim of this research is to know whether learning English tenses using the audiolingual method is effective or not, and to know the obstacle of using the audiolingual method for learning English tenses in the classroom.

## **D. Significance of the Research**

The aim of this research is to provide references for teachers who want to implement English learning with the audiolingual method. This research is also expected to be a suggestion for further research on the audiolingual method. By conducting this research, teachers and students as research objects are to be able to understand the problems in English learning and how to overcome them. Thus, they can get a better learning process in the future. This research is also useful for those who read it.

This research can provide information to readers about teaching the audiolingual method. By reading this research, readers can find out about the impact of learning using the audiolingual method and find out how a teacher can apply the

audiolingual method in improving the ability to learn English tenses at junior high school.

### **E. Hypothesis**

In this research, the author wants to know whether there is a significant difference in teaching tenses using the audiolingual method at SMP N 08 Banda Aceh. To achieve this goal, the author proposes two hypotheses to be tested:

HA: There is effectiveness in using audiolingual methods in learning tenses

H0: There is no effectiveness in using audiolingual methods in learning tenses

### **F. Terminology**

To prevent errors and misinterpretations regarding the title of this research, the researcher provided clear definitions and explanations of the key terms as follows.

#### 1. The Audiolingual Method

Based on “Logman Dictionary of Language Teaching and Applied Linguistic” that the audiolingual method is a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing, uses dialogues and drills, discourages use of the mother tongue in the classroom, and often make use contrastive analysis.

Furthermore, according to Brown and Dowing (1998) in Keo & Lan (2024), the phrase "audio-lingual teaching method" describes a strategy that emphasizes

word repetition heavily in order to help students converse in the target language. The goal of the drills and repetition is to break apart the challenging sentences into manageable parts. Drilling is a crucial part of audio-lingual language training techniques, which prioritize oral practice and structural pattern repetition

## 2. Tenses

Tenses are grammatical forms that indicate the time of action or state of being in a sentence. They show when something happens, whether it's in the past, present, or future, and sometimes convey whether the action is completed, ongoing, or habitual.

