AN ANALYSIS OF THE IMPLEMENTATION OF AUDIO LINGUAL METHOD IN CONTEMPORARY EFL TEACHING CONTEXT

THESIS

Submitted by

SUCI RAMADHANI NIM.160203020

Student of Fakultas Tarbiyah dan Keguruan Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH 2021 M / 1442 H

THESIS

Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

SUCI RAMADHANI 160203020

Student of Fakultas Tarbiyah dan Keguruan Department of English Language Education

Approved by

AR-RANIRY

Main Supervisor,

Siti Khasinah, M.Pd

Date: € / 1 /2021

Co-Supervisor,

Yuliar Masna, S.Pd., M.TESOL

Date 7/1/2021

It has been defended in Sidang Munaqasyah In front of the board of the Examination for working paper And has been accepted in partial fulfillment of the requirements For the Bachelor Degree og Education in English Language Teaching

On:

Wednesday, 20th January 2021 7 Jurnadil Akhir 1442

In Darussalam, Banda Aceh

Board of Examiner,

Chair Person,

Siti Khasinah, M.Id

Secretary,

Rayhan Izzati Basith, M. App. Ling

Member,

Member,

Yulian Masha, S.Pd.I., M. TESOL

Rahmi Fhonna, M.A

Certified by:

The Dean of Fakultas Tarbiyah dan Keguruan SeRIANIA Islam Negeri Ar-Raniry Banda Aceh

Stum Negeri Ar-Natury Danda Acet

Aslim Razali, S.H., M.Ag.

195903091989031001

SURAT PERNYATAAN KEASLIAN (Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama

Suci Ramadhani

NIM

: 160203020

Tempat/Tanggal Lahir: Kota Jantho, 21 Desember 1997

Alamat

: Desa Jantho Makmur, Kec. Kota Jantho,

Kab Acch Besar

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

An Analysis of the Impelementation of Audio Lingual Method in

Contemporary EFL Teaching Context

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat ما معة الرانرك pernyataan ini saya buat dengan sesungguhnya.

AR-RANIRY

Banda Aceh, 30 Desember 2020

Saya yang membuat surat pernyataan

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

In the name of Allah the Entirely Grateful the Especially Merciful

All praises due to Allah SWT., God the Almighty, the King who owns the power over all the creatures, who has given health, opportunity and mercy for me in writing and completing this thesis with a title " An Analysis of the Implementation of Audio Lingual Method in Contemporary EFL Teaching Context". Praying and greeting always be given to the most honorable prophet and messenger Muhammad Saw, his family and disciples who had delivered the truth to human beings in general and Muslim in particular.

The greatful appreciation goes to my first supervisor Mrs. Siti Khasinah and the second supervisor Mrs. Yuliar masna for guiding, giving suggestion and correction since the preliminary of manuscript until the completion of this thesis. Furthermore, my best regard addressed to the head program of English Department of UIN Ar-Raniry University, and all of the lecturers English Department, for advice, motivation and useful knowledge. May Allah make all things easier for you and reward you His heaven.

My biggest thanks are presented to my beloved parents, Mrs. Sabariah as the best mother ever in this world and my lovely father Mr. Zahir who always pray, encouraging, giving love and compassion, giving material I need, working hard, always trying to do the best and support me all the time. I can survive and spirit to face everything until today just because of them. I must also thank my beloved sisters and brother, Putri Raihan, Ahmad Syauqie because always support and love me. Special thank also I dedicate to Mr. Rudi Kurniawan S.Pd. Thank

you for always helping, taking care of me, and pushing me in completing this thesis at the end of this semester. Thank you for all the encouragement and suggestions. Also, thanks to my best friends, Trisna Putri, S.KH, Putri Raihan Darwis, Assyifa Salsabilla Arsaf, S.Pd and Dian Yustitiya for being my mood booster whenever I needed it the most and supporting me through every decision I made. They all are my precious people who always beside me and make me keep moving forward. May Allah SWT always bestow mercy, health, and blessings in the world and the hereafter.

My appreciation and gratitude address my beloved friends, Aliha's Gang, Unit 01, TEN 2016, a great family of Ali Hasjmy senior High School and all of my friends that I can not mention one by one. I am very grateful for having you. Thank you for brings colour in my life. May Allah bless you and reward you, His heaven.

Finally, I believe that this thesis still needs the improvement and critics from its weakness. I hope this thesis gives a good contribution for the education, especially for the next researcher.

A R - R A N I R Y Banda Aceh, January 1st 2021
The Writer,

Suci Ramadhani

ABSTRACT

Name : Suci Ramadhani Reg. No. : 160203020

Faculty : Fakultas Tarbiyah dan Keguruan

Major : Department of English Language Education

Thesis working Title: An Analysis of the Implementation of Audio Lingual

Method in Contemporary EFL Teaching Context

Main Supervisor : Siti Khasinah, S.Ag., M.Pd Co-Supervisor : Yuliar Masna, S.Pd., M.TESOL Keywords : Audio Lingual Method; EFL

This thesis discussed about teaching and learning English by using Audio Lingual Method. The aim of this study is to find out the teachers' perception in the implementation of Audio Lingual Method in English classroom. The data collection process was carried out by interviewing five English teachers at Kota Jantho, especially English teachers of SMA N 1 Kota Jantho and SMP N 1 Kota Jantho. The results show that all of teachers have positive responses toward the application of Audio Lingual Method. The teachers said that Audio Lingual Method is effective to do in this current era even though it's an old method. In addition, the teachers believe that Audio Lingual method is one of the best method that is easy in implementation. Through this method, they can persuade their students to be more active in the classroom. However, the weakness of this method is that some students feel bored during learning. It is caused by repetition techniques choosen by teachers in conveying the materials.



TABLE OF CONTENTS

ACKNOWLEI ABSTRACT	DN OF ORIGINALITY DGEMENT ENDICES	iii iv vi vii
CHAPTER 1	INTRODUCTION A. Background B. Research Questions C. The Objective of Study D. Significance of Study E. Terminology	1 5 5 6 7
CHAPTER 2	LITERATURE REVIEW A. Teaching Methodology. B. Audio Lingual Method. 1. General Concept of Audio Lingual Method. 2. Techniques of Audio Lingual Method. 3. Characteristics of Audio Lingual Method. 4. Advantages of Audio Lingual Method. 5. Disadvantages of Audio Lingual Method. C. English as a Foreign Language (EFL). 1. Definition of EFL. 2. Implementation of Audio Lingual Method in Contemporary EFL Teaching Context D. Teacher's Perception. E. Previous Studies.	9 9 10 11 12 14 15 17 17 19 20 9
CHAPTER 3 CHAPTER 4	RESEARCH METHODOLOGY A. Research Design	23 25 25 25 26
	A. Research Finding	28 29 31 33 34 36

CHAPTER 5	CONCLUSIONS AND SUGGESTIONS		
	A. Conclusions	4(
	B. Suggestions	41	
REFERENCES		42	
APPENDICES			
AUTORIOGRA	PHY		



LIST OF APPENDICES

Appendix A Appointment Letter of Supervisor Recommendation Letter from The Fakultas Tarbiyah dan Appendix B Keguruan to Conduct Field Research Confirmation Letter from SMA Negeri 1 Kota Jantho Appendix C Appendix D Confirmation Letter from SMP Negeri 1 Kota Jantho Information Sheet for English Teacher Appendix E Appendix F Consent From for Participant in Reasearch Interview Appendix G **Interview Questions List** Appendix H Autobiography ما معة الرانري AR-RANIRY

CHAPTER I

INTRODUCTION

This chapter consists of explanation about introduction for the study. It justifies the description of background of study, research question, the objective of research, significant of study and research terminologies.

A. Background of Study

Language is one of the key factors in competitiveness. It has an important role in human life. As we know, language is a communication system consisting of sound, words, and grammar, or a communication system used by people in certain countries or types of work and its a very important aspect of community life. In addition, the existence of approaches and methods in language teaching is also important to support the goals in learning. Thus, its expected to create effective and communicative learning in serving the needs of students.

English is not a second language in Indonesia and is not used as a means of communication orally or written in many Indonesian organizations. According to Sadeghi & Richards (2015), English is seen as a worthwhile asset, one that enables people to interact with a wider world, to be educated abroad, to experience living abroad, to earn credits and prestige, to be up-to-date through use techno-gadgets, and to advance themselves in their jobs.

At present, the problem is that most English classes are only centered on teacher presentations while students only listen passively. Situations like this lead to a lack of student initiative in learning, poor classroom interaction, poor concentration, which makes students unable to absorb knowledge critically. Therefore, the solution to solve this problem is an educator must be able to build class conditions that are effective. In other words, students are comfortable in the learning process.

It is known that, teaching methods are needed and plays an important role in the teaching and learning process. It indicates that there is a close relationship between learning methods in the teaching process in the classroom to support the desired goals and objectives. Method is treated at the level of design in which the roles of teachers, learners and instructional materials are specified. Davies & Pearse (2000, p.208) argue that a method is the 'way of teaching based on ideas about language, learning, and teaching, with specific indications about activities and techniques to be used'.

Nowadays, many people study English for various purposes and reasons. They also use different modes of studying and choose the method best suited for them. Besides, as teachers they design their teaching style according to the students needs and context. Because of this, there are many effective and alternative methods for language teaching that can apply in the classroom. One of them is the Audio Lingual Method or better known as the abbreviation of ALM. ALM is a style of teaching used in teaching foreign languages. According to Iskandarwassid (2010), Audio Lingual Method is a method that prioritizes repetition of words that was developed rapidly in 1958 because the support of the learning methods of the national defense agency. It is one of the popular methods in the English teaching and learning process that.

Paralleling the British "structural-situational method", the audio-lingual method (ALM) was developed in 1940 in the US (Rilling, 2018). Besides, although this method was introduced very old, many language teachers still use it and believe that this is a powerful method to be implemented. Teachers, who use the Audio Lingual Method, intended to provide learners with sufficient knowledge of vocabulary to use incorrect grammar patterns (Bagheri, 2019). This method can be popular as they are relatively simple, from the teacher's point of view, and the students always knows what to expect. In Japan too, this method developed rapidly in all schools in the late 1970s. This approach adapted many direct approaches and as a response to the lack of teaching speaking in the reading approach to help students to use the target language communicatively.

The purpose of repetition / practice is to break down troublesome sentences into smaller parts. Freeman (2000) states that the Audio Lingual Method trains students in using grammatical sentence patterns. This shows that the focus of this lesson is to improve students' target language communicatively. In addition, Mart (2013) also concluded that the Audio Lingual Method aims to develop students' communicative competence by using dialogue and exercises. Repetition dialogue and exercises will allow students to respond quickly and accurately in spoken language.

In the Audio Lingual Method, students are equipped with the knowledge and skills needed for effective communication in a foreign language. EFL students are also required to understand foreigners whose

languages they learn and the culture of foreigners. EFL learners must understand the daily life of society, the history of society and their social life.

Furthermore, great deals of research had been conducted to seek teachers' perceptions towards the implementation of ALM in English language teaching, including the benefits and factors that may inhibit the teachers to use it.

The researcher got inspiration to make a research script whose title is an analysis of the implementation of Audio Lingual Method in contemporary EFL teaching context after the researcher had read previous studies by numerous researchers. Firstly, Suyani (2012) wrote about The Implementation of Audio Lingual Method in Teaching English at the Fourth Year of SD N Bedoro 2 Srambungmacan- Sragen. She reported us about the problem faced by the teacher in teaching Audi Lingual Method in the class. They are as follows limited time, students motivation and different capabilities of the students. Also, the writer suggests some solutions in teaching English by using Audio Lingual Method. First is being disciplinary in studying and on time. Then, teacher should be able to build students motivation and support them. The last is teacher should be able to make interesting lesson plan, so that their vision and priories of the course clear. From this study, the goals of teaching English by using Audio Lingual Method are the students more active in the word and sentence repetition drills.

On the other hand, Anggraeni (2007) conducted a research entitled the audio-lingual method as an alternative method in teaching speaking to Junior High School. Meanwhile, the other researcher Ardiyanto (2009), 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. The research with similar problem also conducted by Haq (2014) which showed that ALM plays an important role in developing students' speaking skills in a short span of time. From this study, we can see that those researchers are basically implementing the effectiveness of Audiolingual Method to influence the speaking ability.

From the explaining above, it is seen that this study is very important for us to see the benefits of the implementation of method by the teacher for the student in the teaching learning process and how effective Audio Lingual Method used

B. Research Question

Based on the background of study, the research question of this study is focused on :

1. What are teachers' perceptions on using of Audio Lingual Method in English classroom?

ما معة الرانري

C. The Objective of Study R A N I R Y

The objective of the research is to know the answer of the problems as mentioned above. Thus, the aim of this research is focused on :

1. To find out the teachers' perception on the implementation of Audio Lingual Method in English classroom.

D. Significance of Study

The result of this research hopefully will benefit the English lecturer, the students and also others reader.

1. The Teacher

For English lecturers, it can be as references for teaching to improve their students' achievement in English by implementing Audio Lingual Method.

2. The Student

From the aspect of students, this study is very useful to give explanation for students about the importance of the Audio Lingual Method that can provide them opportunities for practicing English. In the other word, the students will be benefited indirectly to learn English in a better way by the improvement of teaching method. Besides, the Audio Lingual Method also emphasizes the importance of sentence patterns. For this method suggests adopting English in the teaching and learning process so that students easy to use English.

3. The Reader

For readers, this research will provide information and knowledge about teaching and learning English by using Audio Lingual Method. Then, this research will contribute them some ideas in conducting further research on similar topic and will help them to have additional knowledge about Audio Lingual Method.

E. Terminology

To avoid ambiguous meaning of some terms in this research, the researcher will present the explanation of terms.

1. Audio Lingual Method

Like the direct method, the Audio Lingual Method is also an oral approach. The Audio Lingual Method drills students in the use of grammatical sentence patterns" (Anggraeni, 2007, p.13). It was believed that to acquire the sentence patterns of the target language, conditioning can help students to respond correctly and spontaneous to stimuli through shaping and reinforcement.

In this study, the researcher intends to find out whether in the current modern era, the Audio Lingual Method is still used or not by EFL teachers.

2. EFL

Nordquist (2020) stated that English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. As well as Iwai (2011) that defined that EFL refers to those who learn English in non-English speaking countries like Japanese people who learn English in their country are EFL learners. Another example are Indonesian person learning English in Indonesia and Chinese person learning English in China.

English as a foreign language is quite challenging for either learner or teacher because they cannot see real life interaction or communication that used English. They only learn English because global economic and technology demand.

In EFL context teachers have to use classroom activity as optimal as possible. EFL students spend their time learning in the classroom Most of the time. Its mean that they mostly acquired English language only in the classroom.

They rarely have authentic source from their daily activity. Therefore, classroom activity should be optamilised, and giving students various learning strategies and establishing English study club will help students to be autonomous.

In this study, the researcher focuses on the activity that the teacher do in the classroom by using Audio Lingual Method.



CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature review of some important theories which might help the writer to do this research.

A. Teaching Methodology

Richards & Rodgers (2001) argues that a method is theoretically related to an approach, organized by the design and practically realized in procedure. As we know, teaching methods denote many strategies that the teacher uses to deliver the subject matter to the students in the classroom. Indirectly, the teaching method makes it easier for teachers to achieve something based on the objectives. Besides, teaching methods aids learning and help to communicate ideas and skills to the students.

In short, a teaching methodology is essentially the way in which a teacher chooses to explain or teach material to students so they can learn the material. We can say that teaching methodology is the method chosen to achieve a teaching goal. It should be designed in such a way that students acquire the knowledge and skills for which the subject was included in the curriculum.

B. Audio Lingual Method

According to Carroll (1993), as cited in Mart (2013) Audio Lingual Method was proposed by American linguists in 1950s, was developed from the fundamental that "a language is first of all a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language". This method called as the 'army method' because it was used

at the Second World War to teach soldiers sufficient fluency to infiltrate enemy territory (Sharpe, 2018). Besides, Audio Lingual Method "has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a 'technology' of teaching and based on 'scientific' principles" (Nunan, 2000, p.229). Thus, we can say that this method focus on habit formation of the students through dialogue to improve communicative competence that will allow them to develop quick and automatic responses.

1. General Concept of Audio Lingual Method

Audio Lingual comes from two words that become one part, namely audio and lingual. Audio means hearing or audible things, while lingual means language about language. According to Brown (1994), as cited in Hasanah (2017) Audio Lingual Method was widely used in the United States and other countries in the 1950's and 1960's.

On the other hand, this method was firmly grounded in linguistic and psychological theory which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a ling period of time (Brown, 2001, p.23). It also had a major effect on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day.

The Audio Lingual Method is a way of presenting foreign language lessons through listening exercises followed by exercises in speaking

foreign words and sentences being studied. So, the learning process with this method uses ear training and speak training.

The Audio Lingual Method, just like the direct method, is additionally 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 (Larsen & Freeman, 2000). It was thought that the way to acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement. Thus, the Audio Lingual Method refers to the tactic that its compressed on the chain drill to mastery the target language by memorizing and repeat, and therefore the wrongness of speaking is avoided. Besides, in Audio Lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize.

2. Techniques of Audio Lingual Method

According to Larsen & Freeman (2000, p.45-50), there are some typical techniques which are closely associated with the Audio Lingual Method:

(1) Dialogue memorization. Students memorize an opening dialog using mimicry and applied role playing. In the other word, students are involved in language games and role play. It can be between teacher by student or student by student.

- (2) Backward Build-up (Expansion Drill). Here, teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence.
- (3) Repetition drill. Students repeat teacher's model as quickly and accurately as possible.
- (4) Chain drill. Students ask and answer each other one by one in a circular chain around the classroom.
- (5) Single-slot Substitution drill. Teacher states a line from the dialogue, and then uses a word or phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place. In , students are encouraged to change certain key words or phrases in the dialogue.
- (6) Multiple-slot Substitution drill. Same as the single slot drill, except that there are multiple cues to be substituted into the line.

AR-RANIRY

- (7) *Transformation drill*. Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into negative statement, etc. We can say that, students are encouraged to be able in induce grammatical rules.
- (8) Question and Answer drill. Teachers ask questions about the new items or ask general questions to student. In contrast, student should

answer the question by the teacher or ask questions very quickly. By doing so, it implies that the student understands what the teacher is teaching

- (9) Use Minimal Pairs. Teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words.
- (10) Complete the dialogue. Selected words are erased from a line in the dialog-students must find and insert.
- (11) Grammar games. Various games designed to practice a grammar point in context, using lots of repetition

3. Characteristics of Audio Lingual Method

According to Brown (2001), the characteristics of ALM may be summed up in the following list:

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

حا معة الرانرك

- 3. Structures are sequenced by means of contrastive analysis and taught one at the 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 the 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.

4. Advantages of Audio Lingual Method

The Audio Lingual Method has a great influence on learners and teachers, of course. This method is widely used in language teaching. Perdhani (2012) argues that audiolinguistics is a linguistics, or structure based, approach to language teaching. This method is used to train students in speaking skills as stated by Chakrabarty (2016), they require drill, drill, and more drill, and enough vocabulary to make such a drill possible. It is intended that students can practice the conversations they have learned in real life everyday. The advantages of this method includes: a. Audio Lingual is a theory of language teaching that openly claims to be formed from a combination of linguistics and psychology.

- b. The Audio Lingual Method tries to make language learning more accessible to learners in large numbers (large classes). This causes the
- participation of learners through drill techniques can be maximized.
- c. The drill positively can help students develop their original abilities.
- d. Teaching techniques in the Audio Lingual Method using tape recording and language laboratories offer speaking and listening skills which are the most important things in language learning. Drill patterns give students more practice.

e. The Audio Lingual Method develops language skills into "pedagogical equipment" that is listening (listening), reading and writing. The Audio Lingual Method specifically introduces the design of auditory techniques (listening) and oral exercises (speaking). This shows success in developing aural understanding (listening) and fluency in speaking (speaking).

5. Disadvantages of Audio Lingual Method

The most important disadvantage of the Audio Lingual Method is that students find it dull and tedious in learning. In short, this method does not stimulate their interest to learn. According to Ontario (1989), as cited in Melhim (2009) Audio-Lingual Method is boring; not creative". In teaching learning process of Audio-Lingual Method, students are much asked to imitate the teacher voice. They do not have much time to express their creativity and idea. What the learners do in the class is only repeating what the teacher says. It becomes problem when students are not interested, they will not pay attention. Moreover, they have to follow the pattern written from the teacher. Student"s experiences are not significant. It is a problem when students cannot react the real communication in the future. Meanwhile, according to Margolis (1982, p. 128), using the Audio Lingual Method results in a lack of student motivation arising in large part from "pattern drills" that have a tendency to become boring for the students". Indeed, opponents see the mechanical and rote learning process as a major disadvantage. In essence, students are not learning to communicate spontaneously as a native speaker would. Rather, they are memorizing set phrases and repeating them on command. Diller says,

"pattern drills require the student to think only about the mechanics of manipulating grammatical structures. He is not required to think in the language when he does a pattern drill" (1970, p. 27). Besides, Margolis adds that the audio-lingual method relies heavily on "pattern drills and dialogue routines that are highly structured, stilted utterances." She questions "whether or not drills in these utterances prepare one adequately for free-flowing, spontaneous speech" (1982, p. 128).

Then, Liu & Shi (2007) tell the weakness of Audio Lingual Method is the practical results fell short of expectations and students were to transfer skills acquired through often found to be unable Audiolingualism to real communication outside the classroom. The students may be trained with dialog or conversation, but in fact, some students probably cannot develop what they have learned from the teacher. They only memorize the dialog that have been taught, not the conversation in the real life because the vocabularies that learned in context is also limited. For example, students are taught the phrase "I am very well, thank you." Regardless of whether the speaker is "very well" or not, this expression is used in response to the question, "how are you?" This approach emphasizes proper form instead of content and language is viewed in terms of correct-not appropriate-form. Jacobovits & Gordon observe, "what is actually being practiced is a particular stereotyped and unnatural dialogue routine. The expectation that this restricted routine will somehow mysteriously generalize to free, expressive speech enactments is gratuitous in the extreme" (1974, p. 712).

C. English as a Foreign Language (EFL)

1. Definition of EFL

EFL countries do not use English as a medium of instruction but English is taught in schools. EFL is usually learned in environments where the language of the community and the school is not English so that EFL teachers have the difficult task of finding access to and providing English models for their students. EFL is stands for English Foreign Learner which is often named for students who are learning a second language.

According to Peng (2019), EFL is different from ESL which stands for English Second Language. He argued that the differences from "foreign language" and "second language" according to language environment, language input and affective factors which influence the learning process and so on. Accordingly, EFL means learning English in non-English-speaking countries, while ESL means English as a second language, which has the same or even more important status as mother tongue.

AR-RANIRY

In an EFL classroom, teacher, learner and the course book may share three different social and cultural backgrounds. In such a scenario, teachers have to interact with learners in a wider social context (Hall, 2011), catering to the needs of individuals and making local and immediate decisions acceptable to learners (Johnston, 2003).

In EFL classrooms, teaching practices are influenced by restrictions imposed by institutional authorities. Teachers are not

autonomous to pick and choose their teaching methods. In fact, they are bound by social conventions, learners" expectations and school and ministry"s policies about how to teach and what methodology to follow (Hall 2011, p. 116). For these reasons, they constantly switch between pedagogically and socially oriented behaviours and try to meet the learning and social needs of the learners. Thus, EFL teachers imparting various skills find it quite challenging to choose the right method that would suit the learners" needs and their learning style.

However, EFL teachers in Asian context are often encouraged to incorporate communicative elements into their teaching, which poses specific challenges to the EFL teachers such as the differences in the values, beliefs and cultural norms in the east and the west (Mak, 2011). In most cases, teaching materials are imported from English speaking countries which have no relevance to the local contexts and thus, are difficult to implement. According to Savignon (2007), this approach requires appropriate selection of materials and profound analysis of the tasks to match the teaching goals and contextual demands.

2. Implementation of Audio Lingual Method In Contemporary EFL Teaching Context

AR-RANIRY

Audio Lingual Method trains students in order to reach conversational proficiency in a variety of foreign language, and puts the emphasis on behavior. According to Thornbury (2000,p.21), audio-Lingual method considered language simply as form of behavior to be

learned through the formation of correct speech habits. Audio Lingual Method drills students in the use of grammatical sentence patterns. To sum up, the main purpose of this method is to form native language habits in learners (Dendrinos, 1992).

In Audio Lingual Method, the teacher wish their students be able to use the target language communicatively. Being able to use the target language communicatively is the goal of this method. Therefore, students need to over learn the target language, to learn and use it automatically without stopping to think by forming new habits in the target language and overcoming the old habits of their native language (Larsen-Freeman, 2002, p. 45).

Like the explanation before, this method uses repetition, replacement, and question answer to drill speaking skill especially student's vocabulary. Thus, the teacher is easier to control the student's behavior and student's vocabulary. After that, the teacher can know the memorization of the students' vocabulary. As mentioned, lesson in the classroom focuses on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation.

D. Teacher's Perception

It is known that perception is never objective. Perception is a subjective, active and creative process through which we assess about something based on our perspectives. It also includes how we respond to the information and see a

phenomenon that involves the processing of stimuli, and incorporates memories and experiences in the process of understanding. According to Donald (2012), perception is an individual's view making it a powerful driving force for action. In fact, each individual comes with their personal life experience that influence perceptions.

Teacher's perception toward the application of method in learning is very important to see the extent to which learning objectives have been achieved. Many previous studies concerning English teachers' perseption on student learning styles and their teaching. Khanza (2015) said that teachers acknowledge students' learning style need to be responded by implementing several kinds of teaching methods including teaching materials. It shows that students learn well when a teacher uses different materials, methods and strategies in the classroom. Besides, (Brown (2003), as cited in Agustrianita (2019) style of teaching relates to beliefs and values that a teacher understands about the learner's character in the learning process. So, we can say that teaching cannot be separa-ted by learning. A good teacher needs to know about the field of study and their ways to support student learning.

E. Previous Studies

The researcher had found some previous studies by numerous researchers related to this research script whose title is *An Analysis of the Implementation of Audio Lingual Method in Contemporary EFL Teaching Context*. All of the previous studies become the reference, ideas, and reading materials that the researcher can use to complete the research.

AR-RANIRY

The first study is about improving the students' pronunciation ability through Audio Lingual method at the eighth grade of MTS N 2 Lampung Timur in academic year 2017/2018 by Tuatul Imah (2018). The main purpose of her research is to assess the pronunciation skills of students at MTs N 2 East Lampung and to find out that the Audio Lingual Method can help students' learning process. She try to prove that Audio Lingual can be a learning method to improve students' pronunciation skills. In this study, the researcher carried out a classroom action research which was conducted in two cycles. Each cycle consists of planning, implementing, observing and reflecting. The subjects of this study were 34 eighth grade students at MTs N 2 East Lampung. In addition, researcher used tests (pretest, post test 1 and post test 2), observation, documentation and field notes in data collection. The result of her research showed that Audio Lingual Method had positive effect in improving the students' pronunciation ability at the eighth grade of MTs N 2 Lampung Timur. It can be proven by the students' improve average score from pre test to post test. The average score in pre-test was 60,73. While, the average score in post-test I was 66,91 become 72,05 in post-test II. It means that the using of Audio Lingual Method in Pronunciation can improve the students' pronunciation ability.

On the other hand, Vinasih (2019) conducted similar research that aimed to investigate the implementation of Audio-Lingual Method in teaching speaking to young learners at the fifth grade of SD Islam AlAzhar 29 Semarang in terms of the process teaching and learning speaking by using Audio-Lingual Method to young learners. Besides, she collected the data by three techniques; observation, interview and documentation that were analyzed based on the procedures,

techniques and principles of Audio Lingual Method in teaching and learning speaking process in your learners' education. Vinasih (2019) said that the result of this study can be stated as follows: the process of teaching learning speaking by using Audio-Lingual Method to young learners at the fifth grade of SD Islam Al Azhar 29 BSB City Semarang has been conducted very well. The teaching and learning speaking process did run well because when the teacher showed the video of conversation, the students looked enjoy. Then, after the teacher gave example how to pronounce the English words, the students imitated the video of conversation. In the process of teaching, the teacher focused on the imitation and repetition of the words or sentences until the students can pronounce some words well. Besides, The teacher always correct the students' mispronunciation directly without blaming. Sometimes, imitation and repetition drill make students bored, especially for smart students. So many repeating the English words and the sentences in this method but without paying attention pattern of grammar. In this study, she gave solution for teachers to teach English speaking more creatively and variously by using some techniques of Audio-Lingual Method that can be <u>ما معة الرانري</u> implemented.

AR-RANIRY

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the methodology of the research which is applied by the researcher in this research. It covers discussion about research design, population, sample, technique of data collection and technique of data analysis.

A. Research Design

Ary (2010, p. 426) states that, research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context. In this study, the qualitative research is used. According to Levitt et all., (2017), qualitative research is inductive in nature, and the researcher generally explores meanings and insights in a given situation (Strauss & Corbin, 2008; Levitt et al., 2017). It makes the use of interviews, diaries, journals, classroom observations and immersions; and open-ended questionnaires to obtain, analyze, and interpret the data content analysis of visual and textual materials, and oral history (Zohrabi, 2013). While, Wibowo (2011) stated that descriptive qualitative method is a qualitative description of facts, data or object of material that are not in the form of a series of numbers but in the form of language expressions or discourses through precise and systematic interpretation. On the other hand, Otta (2018) also explained that descriptive qualitative method is type of library research.

Based on that statement, the researcher analyzed the Implementation of Audio Lingual Method in Contemporary EFL Teaching Context through interview method. The interview is probably the most widely used method employed in qualitative research, a central resource for social science. According to Dornyei (2005), interview is a frequent part of social life surrounding among us and interview is a good way in interaction to get an answer.

In this study, the researcher used the interview method to take in-depth information and data about background and substance of the problem that is related with the use of audio lingual methods so far. Interviews were conducted with English language teachers in SMA N 1 Kota Jantho and SMP N 1 Kota Jantho as semi-structured or in depth. Semi-structured interviews are similar to structured interviews in that the topics or questions to be asked are planned in advance, but instead of using closed questions, semi-structured interviews are based on open-ended questions. However semi-structured interviews are much more time-consuming than structured interviews, because of the use of open-ended questions it is difficult to establish uniformity across respondents. It is all the more important then, that the interviewer refrains from influencing the respondent in any way and maintains a neutral manner.

According to Moleong (2010, p.56), the interview was conversations with specific intentions carried out by two parties namely interviewers who ask questions and the interviewee who gave the answer. Therefore, the researcher wants to find out how far the implementation of Audio Lingual Method in some schools and how efforts the teacher to improve good learning methods.

B. Population

Arikunto (2006) argues that population is the entire subject of the research annd also is group of people. Population is all subject of the study that will be studied by the researcher. Creswell (2008) stated that a population is a group of individuals who have the same characteristic. Meanwhile, according to Schreiber & Asber-self (2011), the population in study refers to all of your potential participants and think of it as the whole group of people in which you are interested. The population on this research were the English teachers at two school in Kota Jantho.

C. Sample

According to Bordens & Abbot (2011), a sample is a small subgroup chosen from the larger population. So, the sample in this study are two of the English language teachers in SMA N 1 Kota Jantho and three of English teachers in SMP N 1 Kota Jantho.

ما معة الرانرك

D. Technique of Data collection

To obtain the data, the instruments that will be used in this research was interview guide. The interview guide is a list of questions that researcher will ask the participants during the interview. No matter how extensive its preparation, the interview guide, should still be considered a work in progress. It remains subject to change for this reason: in the field, as feedback quickly begins to accumulate, adjustments will need to be made (Galletta, 2013). The questions were about teachers' perception on the implementation of Audio-lingual Method in

contemporary EFL teaching context. This kind of interview was hoped to get the problem simply opened because the interview run freely.

E. Techniques of Data Analysis

In qualitative research, data is collected qualitatively and can be analyzed quantitatively (Nassaji, 2015). According to Ary (2010, p.481), data analysis in qualitative research involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known. Besides, data reduction is necessary for the description and interpretation of the phenomenon under study. It means that, data analysis is a process of editing, coding or classifying and manipulating the data. To sum up, data analysis is systematically process to analyze data which have been collected with the purpose to simplify the data so that it is easier for the researcher to interpret and make a conclusion eventhough it is a time consuming and difficult process. It is collected accurately and reliably.

It can be said that, data analysis is a process of finding and compiling systematic data obtained from observations, interviews, field notes and documentation, by the way organizing data, describing it into units, synthesize, arrange into patterns, choose which ones important and will be studied, and make conclusions so can be easily understood, and the findings can be informed to others. Generally, data analysis in qualitative research is often done simultaneously with data collection.

In this research, the data of interview are analyzed by using descriptive qualitative analysis. According to Nazir (2005, p.54), descriptive method is a method that researches the status of human, an object, a set of condition, a system of thought, or even a class of phenomenon at the present. The purpose of this descriptive research is to create a description, or systematics illustration, factual and accurate deals with facts, characteristic and phenomenon in that research.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher covered research finding and discussion. In finding, the researcher described the process of calculating and presenting result of the data. Whereas, in the discussion section the researcher analyzed the finding.

A. Research Finding

The research findings were explained based on the research question that contained in the first chapter. The research question was "What are teacher's perception on using Audio Lingual Method in English classroom". To answer the research question, the researcher exposed interview findings. Interview were conducted with five of English language teachers in two schools in Kota Jantho as semi-structured. The researcher used a semi-structured interview to find more indepth information from the participants. The topics or questions to be asked are planned in advance and interviews are based on open-ended questions.

The first interview was conducted started from 1st until 2nd December 2020 at SMA N 1 Kota Jantho. The researcher interviewed two English teachers who teach students by using Audio Lingual Method. At the different time with the same concept, the researcher interviewed three of English teachers at SMP N 1 Kota Jantho started on 4th until 7th December 2020. The interview process took 15-20 minutes for each participants. The participants were marked as P1, P2, P3, P4 and P5. All the participants were given the same questions that related to the

answers for research questions. The data gathered were divided into four aspects, specifically reason, procedures, problems and effectiveness.

1. Reasons in using Audio Lingual Method

In the interview, the researcher asked the participant to give their reasons in using Audio Lingual Method. Most perceptions are the same regarding learning English through Audio Lingual method.

Participant's responses:

As Participant-1 said:

P1: "Audio Lingual Method is one of effective method to apply in teaching learning process and very helpful for the students in understanding the materials given by teacher. For me, this method is very interesting, especially in increasing student motivation in learning. Students become more active in class" (P1, 1st December, 2020)

Based on the participant response above, it is said that Audio Lingual Method is very good method and very helpful method to use in understanding the materials given by the teacher. Besides, the participant also said that Audio Lingual Method is very interesting in improving student motivation.

AR-RANIRY

The similar answer was explained by:

P3: "The reason why I apply Audio Lingual Method in the classroom teaching learning because this method is very useful to attract the students to study. According to my experince as a teacher, Audio Lingual Method is one of the best method because its make me easy in teaching. I think, this method is the only one easy method, so far" (P3, 5th December, 2020)

Based on the response above, the participant said that Audio Lingual Method is one of the best methods. Besides, this method is very easy to apply. Through this method, the students more are spirited in study.

Furthermore, the same idea was stated by:

P4: "I often use Audio Lingual Method because I think this is the most suitable method to use, especially when there is material that makes it necessary to play a drama and dialog. All of the existing methods, I mostly use the Audio Lingual Method because this method give good impact for students. Besides, Audio lingual method is easy method to apply. As we know, not all student can easy to understand the materials. So, this method is approriate to overcome it"" (P4, 6th December 2020)

The teacher that was the fourth participant in this research assumed that the Audio Lingual Method is very easy method to apply in teaching learning process and very helpful for the students in understanding the materials given by teacher. Besides, the teacher often uses some techniques of Audio Lingual Method to give some materials in the classroom. Some techniques are dialogs memorization where the students memorize an opening dialog using mimicry and applied role playing and repetition drill where the students repeat teacher's model as quickly and accurately as possible. A N I R Y

2. Procedures in applying Audio Lingual Method

The researcher asked the participants to know their strategies used in managing the classroom in using Audio Lingual Method. Based on the interview result, the researcher found the answer to their effort in creating an effective learning environment. Their responses had the similar concept.

Participant's responses:

As participant-1 said:

P1: "Before teaching, of course, I prepared instructional media for my students that matched the material at that time. As usuall, before start the class we pray together and, I asks who is missing today. Then, I explained to the students about the rules at that time. Besides, I think the most important thing is paying attention about the circumstance and also about student readiness. I often uses repetition and imitation drill frequently. Sometimes, I also instructs my students to practice conversation in front of the class. Usually, at the end of teaching and learning process, I asks students about what did they learn today. Then, I gives motivation to the students about learning English and also praise them everyday. I mean, as a teacher we have to give best support to them" (P1, 1st December, 2020)

Based on the response above, the researcher concluded the most important thing that the teachers have to make sure before teaching is the class condition. As we know, poor classroom conditions can give the negative impacts in teaching learning process.

Then, Participant-2 also had the similar procedure:

ما معة الرانيك P2: "As a teacher, I responsible for providing my students with a good model for imitation. I always pay attention to my position like a leader. Directing and controlling the behavior of the students is my obligation. Because, attitude is the main thing that become our priority in assessing students. We know that, as a teacher, being a role model is not an easy thing. We must be able to instill positive things in ourselves to be examples. In essence, students are imitators who follow the teacher's directions and respond as accurately and quickly as possible. Even in controlling the class, as teachers we must have special tricks in dealing with students because we know that not all students come from good family backgrounds. In the classroom, I must be able to be a good listener and provide solutions to the difficulties experienced by my students. In other words, I am required to be able to adapt well" (P2, 2nd December, 2020)

From the above statement, it is clear that a teacher must be able to be a role model for the students.

The complete answer was mentioned by:

P3: "Actually, there are some aspects that should be consider in preparation before teaching. Usually, I define learning objectives. Here, I specify what I want my students to learn. Besides, I also consider about what are the most important concepts or skill that the students need to understand by the end of the class and why are these concepts and skills important. Then, the main thing is how will I know that my students have understood what I teach correctly. On the orher hand, it is necessary to see the students readiness or students motivation at that time. All right, the first thing I noticed was that the students were listening attentively to **new dialogue**, for example a conversation between two people even among three or more people. Here, students are expected to be able to remember the dialogue presented. All instructions are in English. To support students' understanding, sometimes I make gestures to clarify the meaning of the English word. After presenting the dialogue, I usually invite students to repeat the dialogue by saying "Okay, my students. I am going to repeat the dialogue now. Please listen carefully." After that, I tell my students to hear one more time and make sure they understand each sentence. Then, I invited all students to repeat each line after being demonstrated. When I found errors, I stopped repeating them and corrected their pronunciation until it was correct. Therefore, repeating multiple times allows them to take notes and make them easy in playing role play" (P3, 5th December, 2020)

Based on the results of the interview, teachers have to create positive classroom and receptive to discussion and disagreements. Then, as a teacher, it is required to be smart to see the students' needs according to their abilities. Therefore, it can foster intrinsic motivation and plays a role in developing critical thinking skills when students are required to explain and teach each other. On the

AR-RANIRY

orther hand, students can develop a sense of community and commitment to each other so that they can make friend as good.

3. Problems in applying Audio Lingual Method

The researcher asked the participants to know the difficulties and to see how participants solve the problem when they have difficulties in managing class by using Audio Lingual Method. The participants said that they found some problems in using Audio Lingual Method.

Participant's responses:

As Participant-1 said:

P1: "I admit that it is very easy to convey material through the Audio Lingual Method. By using this method, students are very active in class. We know that, Audio Lingual Method identic with repetition so that smart students will feel bored because of it. Besides, the students looked busy with their own activity, such as chatting with their friends but some students looked interested in teaching and learning process" (P1, 1st December, 2020)

Based on the response above, Audio Lingual Method caused smart students feel bored in classroom. Besides, some students were also chatting with their friends in the class so that disturb some students who focus on learning.

The other idea was explained by:

P3: "During learning, the obstacles I often experienced were only for a few students. As we know, they come from different family backgrounds. So, it is reasonable when we find differences between them, both in terms of their attitude, and from their intelligence. It can said that the main obstacle lies in children's motivation. In addition, there are still students who use their mother tongue (Acehnese). Yeah ... Audio Lingual method invites

students to be more active in class. However, it really triggers a scene in the class and it is difficult to control class. Again, I have to focus on my learning goals. Therefore, teachers must involve students in learning English in a fun way so that students who previously considered English difficult to become something fun" (P3, 5th December, 2020)

Based on the response above, it can be inferred that the teachers feel difficult in controlling the students' avtivity in the classroom.

4. Effectiveness of Audio Lingual method

The responses below show the participant perception about the effectiveness of Audio Lingual Method.

Participant's responses:

As participant-2 said:

P2: "Of course. There are many positive impacts from the Audio-Lingual Method, which can improve student motivation. Therefore, when they active in learning its very give good effect for themselves. They able to say the right words, correct stressing and correct intonation. When they are motivated, I as a teacher feel happy because of that they can pay more attention toward the topic" (P2, 2nd December 2020)

AR-RANIRY

Based on the opinion above, the researcher conclude that Audio Lingual Method is effective in give good impacts to students.

The same idea was said by:

P4: "Audio-Lingual Method is very helpful for students to imitate very well. Only by hearing and watching videos, they can say what they hear without being taught by the teacher. For me, Audio Lingual method is easy and effective method so that its appropriate for young learners" (P3, 5th December 2020)

Based on the answer of the participant, Audio Lingual Method is easy and effective so that is appropriate for young learners. Besides, this method is very helpful for students to imitate very well.

While, Participant-5 said that:

P5: "My goal in using the Audio-Lingual Method is to teach vocabulary and grammar patterns through dialogue. That way, students can respond quickly and accurately in spoken language. I want my student to be able to use the target language communicatively. As we know, in this sophisticated era, especially the younger generation, are required to be able to speak English well. In order to do this, I believe students need to overlearn the target language, to learn to use it automatically without stopping to think. I think, Audio Lingual Method is effective method to achieve the goals "(P4, 6th December 2020)

The answer above showed that the participant wants students able to use target language communicatively. Therefore, Audio Lingual method is effective to achieve the goals.

حا معةالرانرك

B. Discussion

To make this thesis more organized, the researcher would like to discuss the finding based on the research question. The research question is "What are teacher's perception on using Audio Lingual Method in English Classroom". The researcher commit interview to answer the research question. The aim of this study is to find out the teachers' perception on the implementation of Audio Lingual Method in English classroom. The researcher were divided data into four aspects, specifically reason, procedures, problems and effectiveness. There are varied responses regarding the teachers' perception in using Audio Lingual

Method. Furthermore, to get a clear idea on the result of this research, the explication can be illustrated as the following.

During the interview, researcher started to ask the participants about their reasons on using Audio Lingual Method. Based on the result, most responses are similar. Three of the participants said that their reason in using Audio Lingual Method because this method is very useful to attract the students to study. Audio Lingual Method is one of the best method because its make them easy in teaching. The participants believe that Audio Lingual Method is the most suitable method to use. Then, two participants added that Audio Lingual Method is very helpful for the students in understanding the materials given by teacher. Nita & Syafei (2012) mentioned that ALM and CLT are useful and applicable. On the whole, through these interaction between students and teacher will be closer The participants also said that this method is very interesting, especially in increasing student motivation in learning so that students become more active in class. Hence, all the participants gave the positive arguments about their reasons in implementation of Audio Lingual Method. It means, Audio Lingual Method is one of the best methods that caused students more are spirited in study

AR-RANIRY

Secondly, the participants were asked by the researcher about their procedures in using Audio Lingual method. The existence of this question aims to know their strategies used in managing the classroom in using Audio Lingual Method. Based on the participants responses, the researcher found the answer to their effort in creating an effective learning environment. Their answer had the similar concept. All of them agree that the most important thing that the teachers

have to make sure before teaching is the class condition. Therefore, good classroom conditions can give the positive impacts in teaching learning process. However, three of them said that they often uses repetition and imitation drill frequently in the classroom. This is because they think that this technique is simple to delivered the materials. While, two participants added they often uses class dialogue. According to Mei (2018), dialogue is focused on pronunciation, after that some selective patterns are transformed into drills and practiced by students again and again. Students memorize an opening dialog using mimicry and applied role playing. In the other word, students are involved in language games and role play. It can be between teacher by student or student by student. To support students' understanding, sometimes the participants make gestures to clarify the meaning of the English word. After presenting the dialogue, they usually invite students to repeat the dialogue and practice in front of the class by role play. So, in the Audio Lingual Method, repetition drills and sentence practice are the primary activity.

Subsequently, the researcher foccused on the questions that answer about the participants problems in using Audio lingual Method. Its purpose to know the difficulties and to see how participants solve the problem when they have difficulties in managing class in implementation Audio Lingual Method. Three of the participants stated that in using Audio Lingual Method, there are smart students that who feel bored. It caused this method identic with repetition. Besides, the students looked busy with their own activity, such as chatting with their friends. Wang (2017) mentioned that the constant repetition and practice for students may be boring and dissatisfied, which may not be a suitable and effective

way for learners to study for a long time. Another problems was stated by two parcipants. They focused on the answer about control the class. The students differences background became the main factor of problems in managing the class. Sometimes, it caused noisy in the classroom. But, the similar problem that was occurred by the participants in the class is they limited of the time in teaching and learning process.

At the end of the interview, the participants were asked about the effectiveness of Audio Lingual Method in implementation. All the participants gave positive responses about Audio Lingual method. Two participants said that this method effective in improve student motivation. They believe that there are many positive impacts from the Audio-Lingual Method that influence the students creativity in English Classroom. Then, two participants added Audio Lingual Method is appropriate for young learners. It caused this method is easy so that helpful for students to in learning. Furthermore, one participant stated that Audio Lingual Method is effective method to achieve the goals. According to Setiawan (2011), the focus of Audio Lingual Method is to improve students target language communicatively. One of the goals is student able to use the target language communicatively.

Based on the finding of interview, the participants have mentioned their perception toward the implementation of Audio Lingual Method in the classroom teaching learning. Although this method was very old, but they are still use the Audio Lingual Method when they teach the students. As Alemi (2016) mentioned, Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. Besides, there is

not one single best method for everyone in all contexts, and not one teaching method is inherently superior to the others (Alemi & Tavakoli, 2015). But, ALM is still one of the options which the participants believe that Audio Lingual method is one of the best method that is good in implementation. They also assumed that Audio Lingual method is effective to do in this era. Through this method, the participants can persuade their students to be more active in the classroom although there are also some students that feel bored during the teaching and learning process. Finally, Audio Lingual Method is able to make a positive influence for students on correct habit formation.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusions from this study and suggestions derived from research findings and discussion.

A. Conclusion

The researcher is going to draw the conclusion from the previous chapters which have been discussed. The aim of this research is to find out the teachers' perception on the implementation of Audio Lingual Method in English classroom. Based on the result of this research, the participants answered the questions into four catagories. The questions are about reasons, procedures, problems and effectiveness of the participants on using of Audio Lingual Method.

Based on the participants' perceptions, this research proved that Audio Lingual Method is effective to be implemented. It can be seen from their answer stating Audio Lingual Method is good to attract students and increase students' motivation in learning. They are also agree that ALM is useful and applicable. However, Audio-Lingual Method also has some weaknesses. The students will be bored, ecpecially smart students because of repetition and imitation. Then, it is difficult to controll students in the classroom that required teachers to be well-prepared more before teaching. It means, this method needs good time management such as sitting arrangement, the materials, and also the media.

B. Suggestions

Considering the result of the research, the researcher would like to give some suggestions, as follows:

1. For the Teacher

It would be better fo the English teachers to use a variety of techniques of Audio Lingual Method in enhancing the students' motivation in learning English. Therefore, teaching and learning process could be more active and colourful. Then, the English teacher is also supposed to give more motivation to the students in order that the students can be more excited in English learning, since many students assume that English is difficult subject to learn.

2. For the Students

The students are expected to be more active in learning and practicing their English at school or out of school to increase their ability to achieve the target language. Therefore the students can understand and comprehend the material which teacher has given to improve their knowledge so that the students' speaking performance and listening ability will be better.

3. For other researcher

This research focused on teachers' perception on the implementation of Audio Lingual Method in English classroom. Therefore, the researcher is expected that this research can be a reference for other researchers to conduct the study about the Audio Lingual Method in different themes.

REFERENCES

- Anggraeni, P. (2007). Audio-lingual teaching as an alternative method in teaching speaking. (Unpublished Doctoral dissertation.) Semarang State University, Jawa Tengah, Indonesia.
- Alemi, M. (2016). Audio lingual method. 3rd International Conference on Applied Research in Language Studies. University of Tehran, Iran.
- Alemi, M., & Tavakoli, E. (2015). Audio lingual method [Paper presentation]. Proceedings of the 3rd International Conference on Applied Research in Language Studies. Retrieved from: https://www.researchgate.net/profile/Maedeh_Alemi/publication/2937315 29_A udio_Lingual_Method/links/59c643de458515548f3268ec/Audio-LingualMethod.pdf
- Ardiyanto, R. (2009). The comparison of speaking achievements between students taught using the direct method and the ones taught using the audio-lingual method. (Unpublished Final Project of UNNES.) Semarang State University, Jawa Tengah, Indonesia.
- Bagheri, M. (2019). Effects of the Vaughan method in comparison with the audiolingual method and the communicative language teaching on Iranian advanced EFL learners' speaking skill. *International Journal of Instruction*, 12(2), 81-98.
- Bautista., Maria L. S., & Andrew B. G. (2006). Southeast Asian Englishes. *The Handbook of World Englishes*. Blackwell.

AR-RANIRY

- Chakrabarty, A. K. (2016). Second language through audio lingual method and conventional approach at upper primary level of Birbhum district: An experimental study. *International Journal in Management and Social Science*, 4(6), 343-346.
- Davies, P., & Pearse, E. (2000). Success in English teaching. Oxford: Oxford University Press.
- Dendrinos, B. (1992). The EFL textbook and ideology. Athens: Grivas.

- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, Cali: Sage.
- Galletta, A. M. (2013). *Mastering the semi-structured interview and beyond*. New York: NYU Press.
- Haq, N. (2014). An analysis of the effect of audio-lingual method of teaching on the listening & speaking skills of students. *International Journal for Teachers of English*, 4(1), 105-176.
- Iskandarwassid, (2010). *Strategi pembelajaran bahasa*. Bandung: PT Remaja Rosda Karya.
- Imah, T. (2018). Improving the students' pronunciation ability through audio lingual method at the eighth grade of Mts N 2 Lampung Timur in academic year 2017/2018. (Thesis). Retrieved on November 25, 2020 from https://repository.metrouniv.ac.id/id/eprint/293/1/SKRIPSI%20TUATUL %20IMAH%20NPM.%2013108647.pdf
- Johnson, D. M. (1987). Approaches to research in second language learning. London: Longman Group Ltd.
- Khanza, M. (2015). Teachers' perception of students' learning and their teaching in Afghanistan. Afghanistan: Karlstads Universitet
- Levitt, H. M., Motulsky, S. L., Wertz, F. J., Morrow, S. L., & Ponterotto, J. G. (2017). Recommendation for designing and reviewing qualitative research in psychology: Promoting methodological integrity. *Qualitative psychology*, 4(1), 2-22.
- Nita, S., & Syafei, F. (2012). Involving audio-lingual method (alm) and communicative language teaching (clt) in teaching speaking skill at junior high school. *Journal of English Language Teaching*, 1(1), 66-73.
- Margolis, F. (1982). Encouraging spontaneous speech in the audio-lingual classroom. *Foreign Language Annals*, *15*, 127-131.
- Mart, C. T. (2013). The audio lingual method: An easy way of achieving speech. *International Journal of Academic Research in Business and Social Science*. 3(12), 63-65.
- Mei, Y. (2018). Comments on the audiolingual method. *International Journal of Arts and Commerce*, 7(4), 1929-7106. Nanchong: China West Normal University.

- Nazir, M. (2005). Metode penelitian. Bogor: Ghalia Indonesia. 54.
- Nita, S., & Syafei, F. (2012). Involving audio-lingual method (alm) and communicative language teaching (clt) in teaching speaking skill at junior high school. *Journal of English Language Teaching*, *1*(1), 66-73.
- Nordquist, R. (2020). *English as a Foreign Language (EFL)*. Retrieved from: thoughtco.com/english-as-a-foreign-language-efl-1690597
- Norton, B., & Toohey, K. (2004). *Critical pedagogies and language learning*. Cambridge: Cambridge University Press.
- Nunan, D. (2000). Language teaching methodology. London: Pearson Education.
- Otta, G. M. N. (2018). Ethics and values education through anthropomorphism in east Nusa Tenggara folktales. *Englisia Journal*, 5(2), 82-101.
- Peng, S. (2019). A study of differences between EFL and ESL for English classroom teaching in China. *Institute of Research Advances*, 15(1), 32-35.
- Perdhani, W. C. (2012). The audio-lingual method in language teaching. *Journal of Education of English as Foreign Language*, 1(1). Retrieved from: http://www.educafl.ub.ac.id
- Rilling, (2018). Effectiveness of audio lingual method at secondary education in Bangladesh. *Journal of English Language and Literature (JOELL)*. 7(1). DOI: 10.333329/joell.7.1.36
- Sadeghi, K., & Richards, J. C. (2015). The idea of English in Iran: An example from Urmia. *Journal of Multilingual and Multicultural Development*.
- Setiyadi, A. B. (2020). TEACHING ENGLISH AS A FOREIGN LANGUAGE
- Setiawan, P. A. (2011). The use of audio-lingual method to improve students' oral past tense. (Unpublished Final Project of UNNES.) Semarang State University, Jawa Tengah, Indonesia.
- Sharpe, A. E. (2018). An evaluation of the audio-lingual method. *International forum of teaching and studies journal*, 5(2), 1-12.
- Suryani, N. (2012). The implementation of audio-lingual method in teaching English at the fourth year of SDN Bedoro 2 Sambungmacan-Sragen. (Bachelor's thesis). Muhammadiyah University of Surakarta, Indonesia.

- Thornbury, S. (2000). *How to teach grammar*. Harlow: Longman.
- Iwai, Y. (2011). The effects of metacognitive reading strategies: Pedagogical implications for EFL/ESL teachers. 150-159.
- Vinasih, R. R. (2019). Teaching learning speaking by using audio-lingual method to young learners at the Fifth Grade of SD Islam Al Azhar 29 BSB City Semarang. (Thesis). Walisongo State Islamic University, Semarang, Indonesia.
- Wang, Q. (2017). Comparison and contrast between the audiolingual method and total physical response to improve efficiency of college students english learning. *Studies in literature and language*, 15(2), 38-40. DOI: http://dx.doi.org/10.3968/986
- Wibowo, W. (2011). Cara cerdas menulis ilmiah. Jakarta, Indonesia: Kompas.
- Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and practice in language studies*, 3(2), 254-262.



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor: B-6662/UN.08/FTK/KP.07.6/07/2020

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang

- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat
 - untuk diangkat sebagai pembimbing skripsi.

Mengingat

- Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;

- Undang-undang Nomor 120 Tahun 2003, tentang Sistem Pendidikan Nasional;
 Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RJ Nomor 23
 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan
 Perguruan Tinggi;
 Peraturan Persiden RJ Nomor 64 Tahun 2013 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan
- Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi
- UIN Ar-Raniry Banda Aceh; Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry

- Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh:
 Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenale Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umun;
 Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan

Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 Juni 2020

MEMUTUSKAN

PERTAMA

Menunjuk Saudara

1. Siti Khasinah, M.Pd 2. Yuliar Masna, S.Pd.I., M.TESOL

Sebagai Pembimbing Pertama Sebagai Pembimbing Kedua

Yuliar Masna, S.Pd.I., Untuk membimbing Skrij

Suci Ramadhani 160203020

NIM

Program Studi Judul Skripsi

Pendidikan Bahasa Inggris An Analysis of the Implementation of Audio Lingual Method In Contemporary EFL

Teaching Context

KEDUA

Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019. Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021

KETIGA KEEMPAT

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam

AR-RANIRY

Ditetapkan di: Banda Aceh Pada Tanggal: 15 Juli 2020 An. Rektor Dekan,

- issan Rektor UIN Ar-Raniry (sebagai laporan); Ketua Prodi PBI Fak. Tarboph dan Keguruan; Pembimbing yang bersangkutan untuk dimaktumi dan dilaksanakan; Mahastiwa yang bersangkutan; Arsip



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI AR-RANIRY FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Sycikh Abdur Rauf Kopelma Darussalam Banda Aceh Telepon: 0651-7557321, Email: uin@ar-raniy.ac.id

: B-11905/Un.08/FTK.1/TL.00/11/2020 Nomor

Lamp

Hal

: Penelitian Ilmiah Mahasiswa

Kepada Yth,

1. Kepala Sekolah SMPN 1 Kota Jantho

2. Kepala Sekolah SMAN 1 Kota Jantho

Assalamu'alaikum Wr.Wb.

Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

: SUCI RAMADHANI / 160203020

: IX / Pendidikan Bahasa Inggris Semester/Jurusan

Jl. Merpati No. 114 RT. 2 Gampoeng Jantho Makmur Kec. Kota Jantho Kab. Aceh Alamat sekarang

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul An Analysis of the Implementation of Audio Lingual Method in Contemporary EFL Teaching Context

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan

Banda Aceh, 22 Desember 2020

Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 04 November

2021

Dr. M. Chalis, M.Ag.

ما معة الرائر

R - R A N I R Y



PEMERINTAH ACEH DINAS PENDIDIKAN SMA NEGERI 1 KOTA JANTHO

Jln. T. Panglima Nyak Makam No. 1 Kota Jantho 23918 Telp. (0651) 92072 email sman1kotajantho92@gmail.com

SURAT KETERANGAN PENELITIAN

NOMOR: 421.3 /XII/ 174. 2020

Kepala sekolah SMA Negeri 1 Kota Jantho dengan ini menerangkan bahwa :

Nama

: Suci Ramadhani

NIM

: 160203020

Program Studi

: Pendidikan Bahasa Inggris

Semester

: IX

Fakultas

: Tarbiyah dan Keguruan

Universitas

: UIN Ar-Raniry

Benar telah melaksanakan penelitian ilmiah pada SMA Negeri 1 Kota Jantho, pada tanggal 1 s.d 2 Desember 2020 dalam rangka penulisan skripsi yang berjudul "An Analysis of the Implementation of Audio Lingual Method in Contemporary EFL Teaching Context".

Demikian surat keterangan ini dibuat, untuk dapat di pergunakan seperlunya.

Kota Jantho, 2 Desember 2020

Kepala Sekolah,

Ulfa Aini, S. Pd.I. M.Pd

8 Pembina Tk. I NIP 19810602 200504 2 003

AR-RANIRY



PEMERINTAH KABUPATEN ACEH BESAR DINAS PENDIDIKAN DAN KEBUDAYAAN SMP NEGERI 1 KOTA JANTHO

Jalan Prof. A. Majid Ibrahim, Telp. (0651) 92105, Kode Pos 23911, Kota Jantho

SURAT KETERANGAN PENELITIAN

Nomor: 422 / / 2020

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Kota Jantho (NSS : 201060117014, NPSN : 10100207) Kabupaten Aceh Besar Provinsi Aceh, menerangkan bahwa:

Nama Suci Ramadhani

Nim 160 203 020

Jurusan Pendidikan Bahasa Inggris

Semester

Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar Raniry

Darussalam Banda Aceh

Alamat Jl. Merpati, No. 114 RT. 2 Gampong Jantho Makmur,

Kec. Kota Jantho Kab. Aceh Besar

Telah selesai melakukan penelitian dan mengumpulkan data dalam rangka menyusun skripsi untuk menyelesaikan studinya pada Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar Raniry Darussalam Banda Aceh dari tanggal 04 Desember 2020 s/d 07 Desember 2020 dengan judul " An Analysis of the Implementation of Audio Lingual Method in Contemporary EFLTeaching Context".

Demikian kami sampaikan, atas kerja sama yang baik kami ucapkan terima kasih.

ما معة الرانرك

AR-RANIR/S

Kota Jantho, 15 Desember 2020 Kepala Sekolah,

Drs. Arifin

NIP. 196808081998011003

INTERVIEW FOR ENGLISH TEACHER

Dear English teacher,

My name is Suci Ramadhani, student of Faculty of Education and Teacher Training, English Education Department, UIN Ar-Raniry Banda Aceh. I asking you to take part in this research. Before you decide to do so, it is important to you understand why the research is being done and why you have been chosen. Please time to read the following information carefully. Ask the researcher if there is anything that is not clear or if you would like more information.

Thank you for reading this.

1. Research Title

An Analysis of the Implementation of Audio Lingual Method in Cpntemporary EFL Teaching Context

2. Research purpose

This research aims to find out the teachers' perception toward the effectiveness of audiolingual method in the classroom.

3. Why have I been chosen?

You were chosen because as a teacher who teaches English who uses audio lingual as a method in the teaching and learning process.

4. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the consent form. You can still withdraw at any time. You do not have to give a reason.

5. What will happen to me if I take part?

You will be interviewed with 16 questions about the implementation of audio lingual method in teaching learning process. The interview process will take approximately 30 minutes.

6. What do I have to do?

Please give the information about the teacher's perception of the use of audio lingual method and toward the effectiveness of audio lingual method that apply in the classroom teaching learning.

7. Will my taking part in this project be kept confidential?

All the information that we collect about you during research will be kept strictly confidential. Data collected may be shared in an anonymised form to allow reuse by the research team and other third parties.

Thank you for taking part in this research

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

: Suci Ramadhani

Consent Form for Participation in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please Initial box:

Frease	Initiai Doai
I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.	V
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences	\checkmark
I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.	V
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my	V
written permission, and that no one outside the research team will be allowed access to the original recording.	
I agree that my anonymised data will be kept for future research purposes such as publications related to this study after completion this study.	J
I agree to take part in this interview. SUTRISNO, S. Pd 1 December 2020 Signature. Participant's Name Date Signature.	
GUCI RAMADHANI 1 December 2020 July Signature Date Signature	
If you have any further question or concerns about this study, please contact: Name of researcher : Suci Ramadhani Telephone : 085276832883 E-mail : uchiiramadhanii@gmail.com Address : Kota Jantho	

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

Address

: Kota Jantho

: Suci Ramadhani

Consent Form for Participation in Research Interview

		Please I	nitial box:
I confirm that I have rea protocol) and have had the o	d and understood the information	sheet (interview	V
I understand that my partic time without giving any reas	ipation is voluntary and I am free to son and without there being any nega	o withdraw at any	\vee
	ses will be kept strictly confidential		
my name will not be linked	with the research materials, and wil	I not be identified	
or identifiable in the report of	or reports that result from the research	not be identified	
I agree for this interview to made of this interview will	be tape-recorded. I understand that the be used only for analysis and that	ne audio recording	
interview, from which I wo	ould not be personally identified, maport or journal article developed as	av be used in any	
research. I understand that i	no other use will be made of the reco	ording with an	
written permission, and that	at no one outside the research team	will be allowed	
access to the original record	ing.	will be allowed	
I agree that my anonymised	data will be kept for future research	nurnosas suals as	
publications related to this	study after completion this study.	purposes such as	V
I agree to take part in this in	terview? - RANIRY		
4		0 -	
IRIIANI S.Pd	2 December 2020	Priamin	
Participant's Name	Date	Signature	
Suci Ramadhani	2 December 2020	Guil	
Researcher Name	Date	Signature	
If you have any further question	on or concerns about this study, please co	ntast.	
Name of researcher	: Suci Ramadhani	mact.	
Telephone	: 085276832883		
E-mail	; uchiiramadhanii@gmail.com		

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

Address

: Kota Jantho

: Suci Ramadhani

Consent Form for Participation in Research Interview

Please Initi	al box:
I confirm that I have read and understood the information sheet (interview	
protocol) and have had the opportunity to ask questions.	V
I understand that my participation is voluntary and I am free to withdraw at any	. /
time without giving any reason and without there being any negative consequences	~
I understand that my responses will be kept strictly confidential. I understand that	
my name will not be linked with the research materials, and will not be identified	~
or identifiable in the report or reports that result from the research.	7
I agree for this interview to be tape-recorded. I understand that the audio recording	
made of this interview will be used only for analysis and that extracts from the	
interview, from which I would not be personally identified, may be used in any	
conference presentation, report or journal article developed as a result of the	\checkmark
research. I understand that no other use will be made of the recording without my	
written permission, and that no one outside the research team will be allowed	
access to the original recording.	
I agree that my anonymised data will be kept for future research purposes such as	. /
publications related to this study after completion this study.	
I agree to take part in this interview.	V
MULIANI, S. Pd G December 2020 May -	
Participant's Name Date Signature	
SUCH RAMADHANI 6 December 2020 Faut	
Researcher Name Date Signature	
If you have any further question or concerns about this study, please contact:	
Name of researcher : Suci Ramadhani	
Telephone : 085276832883	
E-mail : uchiiramadhanii@gmail.com	

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

: Suci Ramadhani

Consent Form for Participation in Research Interview

agree with each statement:		
		Please Initial box:
	Y	
I confirm that I have read and		sheet (interview
protocol) and have had the opportu	nity to ask questions.	(1989)
I understand that my participation	is voluntary and I am free to	withdraw at any
time without giving any reason and		1/
mino without giving any reason and	without there being any negative	e consequences
I understand that my responses wil	ll be kept strictly confidential. I	understand that
my name will not be linked with the	he research materials, and will r	not be identified
or identifiable in the report or report	rts that result from the research.	
I agree for this interview to be tape		
made of this interview will be use		
interview, from which I would no		
conference presentation, report or	100 AND THE RESERVE OF THE RESERVE O	The second second
research. I understand that no othe	r use will be made of the record	ling without my
written permission, and that no o	one outside the research team	will be allowed
access to the original recording.	- 7, min. Zami , 7	
I agree that my anonymised data w	vill be kept for future seconds	was and an
The second secon		ui poses such as
publications related to this study at	ner completion this study R Y	
I agree to take part in this interview	1.	
Ismiati. Spl	5 December 2020	Muro
Participant's Name	Date	Signature ()
SUCI RAMADHANI	5 December 2020	Shut
	Date	Signature
If you have any further question or cor	ncerns about this study, please contr	act:
	i Ramadhani	
Telephone : 0852	276832883	
E-mail : uchi	iramadhanii@gmail.com	
Address : Kota	a Jantho	

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

: Suci Ramadhani

Consent Form for Participation in Research Interview

agree with each statement:	
Please In	itial box:
I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.	V
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences	V
I understand that my responses will be kept strictly confidential. I understand that	
my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.	V
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.	V
I agree that my anonymised data will be kept for future research purposes such as publications related to this study after completion this study.	V
I agree to take part in this interview. Humidar, S.Pd 7 December 2020 Hum	V
Participant's Name Date Signature	
Researcher Name 7 December 2020 Signature Signature	
If you have any further question or concerns about this study, please contact:	
Name of researcher : Suci Ramadhani	
Telephone : 085276832883	
E-mail : uchiiramadhanii@gmail.com	
Address : Kota Jantho	

INTERVIEW FOR ENGLISH TEACHER

Dear English teacher,

My name is Suci Ramadhani, student of Faculty of Education and Teacher Training, English Education Department, UIN Ar-Raniry Banda Aceh. I asking you to take part in this research. Before you decide to do so, it is important to you understand why the research is being done and why you have been chosen. Please time to read the following information carefully. Ask the researcher if there is anything that is not clear or if you would like more information.

Thank you for reading this.

1. Research Title

An Analysis of the Implementation of Audio Lingual Method in Cpntemporary EFL Teaching Context

2. Research purpose

This research aims to find out the teachers' perception toward the effectiveness of audiolingual method in the classroom.

3. Why have I been chosen?

You were chosen because as a teacher who teaches English who uses audio lingual as a method in the teaching and learning process.

4. Do I have to take part?

It is up to you to decide whether or not to take part. If you do decide to take part you will be able to keep a copy of this information sheet and you should indicate your agreement to the consent form. You can still withdraw at any time. You do not have to give a reason.

5. What will happen to me if I take part?

You will be interviewed with 16 questions about the implementation of audio lingual method in teaching learning process. The interview process will take approximately 30 minutes.

6. What do I have to do?

Please give the information about the teacher's perception of the use of audio lingual method and toward the effectiveness of audio lingual method that apply in the classroom teaching learning.

7. Will my taking part in this project be kept confidential?

All the information that we collect about you during research will be kept strictly confidential. Data collected may be shared in an anonymised form to allow reuse by the research team and other third parties.

Thank you for taking part in this research

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

: Suci Ramadhani

Consent Form for Participation in Research Interview

Thank you for reading the information sheet about this study. If you are happy to participate please complete and sign the form below. Please initial the boxes below to confirm that you agree with each statement:

Please Initial box:

Frease	Initiai Doai
I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.	V
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences	\checkmark
I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.	V
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my	V
written permission, and that no one outside the research team will be allowed access to the original recording.	
I agree that my anonymised data will be kept for future research purposes such as publications related to this study after completion this study.	J
I agree to take part in this interview. SUTRISNO, S. Pd 1 December 2020 Signature. Participant's Name Date Signature.	
GUCI RAMADHANI 1 December 2020 July Signature Date Signature	
If you have any further question or concerns about this study, please contact: Name of researcher : Suci Ramadhani Telephone : 085276832883 E-mail : uchiiramadhanii@gmail.com Address : Kota Jantho	

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

Address

: Kota Jantho

: Suci Ramadhani

Consent Form for Participation in Research Interview

		Please I	nitial box:
I confirm that I have rea protocol) and have had the o	d and understood the information	sheet (interview	V
I understand that my partic time without giving any reas	ipation is voluntary and I am free to son and without there being any nega	o withdraw at any	\vee
	ses will be kept strictly confidential		
my name will not be linked	with the research materials, and wil	I not be identified	
or identifiable in the report of	or reports that result from the research	not be identified	
I agree for this interview to made of this interview will	be tape-recorded. I understand that the be used only for analysis and that	ne audio recording	
interview, from which I wo	ould not be personally identified, maport or journal article developed as	av be used in any	
research. I understand that i	no other use will be made of the reco	ording with an	
written permission, and that	at no one outside the research team	will be allowed	
access to the original record	ing.	will be allowed	
I agree that my anonymised	data will be kept for future research	nurnosas suals as	
publications related to this	study after completion this study.	purposes such as	V
I agree to take part in this in	terview? - RANIRY		
4		0 -	
IRIIANI S.Pd	2 December 2020	Priamin	
Participant's Name	Date	Signature	
Suci Ramadhani	2 December 2020	Guil	
Researcher Name	Date	Signature	
If you have any further question	on or concerns about this study, please co	ntast.	
Name of researcher	: Suci Ramadhani	mact.	
Telephone	: 085276832883		
E-mail	; uchiiramadhanii@gmail.com		

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

Address

: Kota Jantho

: Suci Ramadhani

Consent Form for Participation in Research Interview

Please Initi	al box:
I confirm that I have read and understood the information sheet (interview	
protocol) and have had the opportunity to ask questions.	V
I understand that my participation is voluntary and I am free to withdraw at any	. /
time without giving any reason and without there being any negative consequences	~
I understand that my responses will be kept strictly confidential. I understand that	
my name will not be linked with the research materials, and will not be identified	~
or identifiable in the report or reports that result from the research.	7
I agree for this interview to be tape-recorded. I understand that the audio recording	
made of this interview will be used only for analysis and that extracts from the	
interview, from which I would not be personally identified, may be used in any	
conference presentation, report or journal article developed as a result of the	\checkmark
research. I understand that no other use will be made of the recording without my	
written permission, and that no one outside the research team will be allowed	
access to the original recording.	
I agree that my anonymised data will be kept for future research purposes such as	. /
publications related to this study after completion this study.	
I agree to take part in this interview.	V
MULIANI, S. Pd G December 2020 May -	
Participant's Name Date Signature	
SUCH RAMADHANI 6 December 2020 Faut	
Researcher Name Date Signature	
If you have any further question or concerns about this study, please contact:	
Name of researcher : Suci Ramadhani	
Telephone : 085276832883	
E-mail : uchiiramadhanii@gmail.com	

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

: Suci Ramadhani

Consent Form for Participation in Research Interview

agree with each statement:		
		Please Initial box:
	Y	
I confirm that I have read and		sheet (interview
protocol) and have had the opportu	nity to ask questions.	(1989)
I understand that my participation	is voluntary and I am free to	withdraw at any
time without giving any reason and		1/
mino without giving any reason and	without there being any negative	e consequences
I understand that my responses wil	ll be kept strictly confidential. I	understand that
my name will not be linked with the	he research materials, and will r	not be identified
or identifiable in the report or report	rts that result from the research.	
I agree for this interview to be tape		
made of this interview will be use		
interview, from which I would no		
conference presentation, report or	100 AND THE RESERVE OF THE RESERVE O	The second second
research. I understand that no othe	r use will be made of the record	ling without my
written permission, and that no o	one outside the research team	will be allowed
access to the original recording.	- 7, min. Zami , 7	
I agree that my anonymised data w	vill be kept for future seconds	was and an
The second secon		ui poses such as
publications related to this study at	ner completion this study R Y	
I agree to take part in this interview	1.	
Ismiati. Spl	5 December 2020	Muro
Participant's Name	Date	Signature ()
SUCI RAMADHANI	5 December 2020	Shut
	Date	Signature
If you have any further question or cor	ncerns about this study, please contr	act:
	i Ramadhani	
Telephone : 0852	276832883	
E-mail : uchi	iramadhanii@gmail.com	
Address : Kota	a Jantho	

: An Analysis of the Implementation of Audio Lingual Method in

Contemporary EFL Teaching Context

Researched by

: Suci Ramadhani

Consent Form for Participation in Research Interview

agree with each statement:	
Please In	itial box:
I confirm that I have read and understood the information sheet (interview protocol) and have had the opportunity to ask questions.	V
I understand that my participation is voluntary and I am free to withdraw at any time without giving any reason and without there being any negative consequences	V
I understand that my responses will be kept strictly confidential. I understand that	
my name will not be linked with the research materials, and will not be identified or identifiable in the report or reports that result from the research.	V
I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and that extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording.	V
I agree that my anonymised data will be kept for future research purposes such as publications related to this study after completion this study.	V
I agree to take part in this interview. Humidar, S.Pd 7 December 2020 Hum	V
Participant's Name Date Signature	
Researcher Name 7 December 2020 Signature Signature	
If you have any further question or concerns about this study, please contact:	
Name of researcher : Suci Ramadhani	
Telephone : 085276832883	
E-mail : uchiiramadhanii@gmail.com	
Address : Kota Jantho	

INTERVIEW QUESTIONS LIST

School Name :

School Address :

Class Teacher Name :

Day/ Date of Interview :

Place :

Dear English teacher,

These are some questions that are divided into 4 aspects. Please time to answer the following question.

A. Reasons

- 1. What are your perceptions toward the application of this method?
- 2. How often do you use the Audio Lingual Method in the teaching and learning process?
- 3. What makes you interested in increasing student motivation in learning English in using Audio Lingual Method?

B. Procedures

- **1.** How is your preparation before teaching?
- 2. What do you do at the first of teaching learning process?
- 3. How are the roles of the teacher in the classroom?
- **4.** How do you apply this method to activate and involve students in the teaching and learning process?
- **5.** What do you do at the end of teaching learning process?
- **6.** How do you and student interaction?
- 7. How do the students respond in the end of learning process when you use this method?

C. Problems

- 1. What obstacles did you experience in applying this method?
 - a. Obstacles in preparing teaching materials

- b. Obstacles in teaching in the classroom
- c. Obstacles in developing media
- d. Obstacles in assessing and providing feedback
- 2. How did you deal with the problems or obstacles?
- 3. What impact did you have when teaching students by using Audio Lingual Method?
- 4. How is evaluation accomplished?

D. Effectiveness

- **1.** How effective is this method?
- 2. Does this method have an effect in improving student motivation in learning?
- **3.** What are your goals in using the Audio-Lingual Method?

