AN UNDERGRADUATE THESIS

THE INFLUENCE OF AUDIO LINGUAL METHOD TOWARDS STUDENTS' LISTENING COMPREHENSION AT THE ELEVENTH GRADE OF SMA TMI (TARBIYATUL MUÁLLIMIIN AL-ISLAMIYAH) ROUDLATUL QURÁN METRO IN THE ACADEMIC YEAR 2016/2017

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1438 H/ 2017 M

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Presented as a Partial fulfillment of the Requirements
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In English Education Department

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ABSTRACT

BY:

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The objective of this research is to find out whether there is a positive and significant influence of Audio Lingual Method towards Students' Listening Comprehension at the Eleventh Grade of SMA TMI Roudlatul Qur'an Metro in the academic year 2016/2017. Furthermore, the aim of this research is to make the teachers consider about the appropriate method which can be applied by them in the class to teach the students about listening comprehension. Therefore, the teachers should concern about the proper method that can be used to achieve the indicators of listening comprehension maximally. Another aim of this research is to help the students in understanding the listening comprehension material by using "Audio Lingual" Method and to comfort them with different way of teaching in learning process by providing them the music or another educated entertainment to increase their motivation in learning and make them interested in listening material to achieve the good habit from learning process in the class which is the main goal of Audio-Lingual Method.

This research was quantitative research in the form of experimental design. This research involves two variables; there are independent variable which is Audio Lingual Method (X) and the dependent variable which is students' listening comprehension (Y). In this study, the researcher used the purposive sampling technique to select the sample, and decided class XI IPB to be the sample of this research which the student amount in the class was 28 students. The researcher also used the research instrument which was divided in two instruments, there were instrument blueprint and instrument calibration. The researcher used Test, observation, and documentation as the data collection method. To investigate whether there is a positive and significant influence of Audio Lingual towards students' listening comprehension at the eleventh grade of SMA TMI Roudlatul Qur'an Metro. The researcher analyzed the data by using Chi-Square formula.

The result of the analysis data can be concluded that Degree of freedom (DF) of this research is 2. The value of chi-square was 13,76. Then, the data confirmed that "f_o = 13,76 is higher than "f_t=5,991 in 5% and 9,210 in 1%. It can be inferred that Ha is accepted and Ho is rejected. It means that there is a positive and significant influence of "Audio Lingual" method towards students' listening comprehension at the eleventh grade of SMA TMI Roudlatul Qur'an Metro in the academic year 2016/2017.

PENGARUH METODE "BAHASA YANG DIPERDENGARKAN" TERHADAP PEMAHAMAN MENDENGARKAN SISWA KELAS SEBELAS SMA TMI (TARBIYATUL MUÁLLIMIIN AL-ISLAMIYAH) ROUDLATUL QURÁN METRO TAHUN AJARAN 2016/2017

ABSTRAK

Oleh:
HANANTO AGUS SALIM

Tujuan dari penelitian ini adalah untuk menemukan apakah ada sebuah pengaruh yang positif dan signifikan metode "Bahasa yang diperdengarkan" terhadap pemahaman mendengarkan siswa kelas 11 SMA TMI Roudlatul Qur'an Metro tahun ajaran 2016/2017. Selain itu, tujuan dari penelitian ini adalah untuk membuat guru mempertimbangkan kembali tentang metode yang sesuai yang dapat diaplikasikan oleh mereka di kelas untuk mengajari siswa mereka tentang pemahaman mendengarkan. Oleh karena itu, para guru harus menaruh pehatian metode yang tepat yang dapat digunakan untuk meraih indikator-indikator untuk pemahaman mendengarkan. Tujuan lain dari penelitian adalah untuk menolong siswa dalam memahami materi pemahaman mendengarkan menggunakan metode "Bahasa yang diperdengarkan" dan membuat nyaman mereka dengan cara pengajaran yang berbeda di dalam proses pembelajaran dengan menyediakan mereka musik atau hiburan yang mendidik lainnya untuk meningkatkan motivasi mereka di dalam belajar dan membuat mereka tertarik terhadap materi mendengarakan untuk mencapai kebiasaan yang baik dari proses pembelajaran di kelas yang merupakan tujuan utama dari metode "Bahasa yang diperdengarkan".

Penelitian ini merupakan penelitian kuantitatif dengan bentuk desain percobaan. Penelitian ini melibatkan dua variabel. Terdapat Variabel mandiri yaitu metode "bahasa yang diperdengarkan" (X) dan variabel yang bergantung yaitu pemahaman mendengarkan siswa (Y). Di dalam kajian ini, peneliti menggunakkan teknik dalam pengambilan contoh dengan tujuan tertentu untuk memilih contoh, dan memilih kelas 11 IPB sebagai contoh penelitian ini dengan jumlah sebanyak 28 siswa. Peneliti juga menggunakan 2 alat pengumpul data yang dibagi menjadi dua, alat bagan dan alat pengujian.Peneliti menggunakan test, pengamatan, dan dokumentasi sebagai alat pengumpul data. Untuk menyelidiki apakah ada sebuah pengaruh yang positif dan signifikan metode "Bahasa yang diperdengarkan" terhadap pemahaman mendengarkan siswa kelas 11 SMA TMI Roudatul Qur'an Metro, peneliti menganalisi data dengan formula Chi-Square.

Hasil dari data analisis dapat disimpulkan bahwa tingkat kebebasan (DF) penelitian ini adalah 2. Nilai dari Chi kuadrat adalah 13,76. kemudian data yang terkonfirmasi adalah "f_o = 13,76 lebih tinggi dari "f_t=5,991 di dalam 5 % dan 9,210 didalam 1 %. Hal itu dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Itu berarti bahwa terdapat sebuah pengaruh yang positif dan penting dari metode "Audio Lingual" terhadap pemahaman mendengarkan siswa kelas 11 SMA TMI Roudlatul Qurán Metro tahun ajaran 2016/2017.

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APPROVAL PAGE

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We have given guidance and enough improvement to the undergraduate thesis script which is written by:

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It has been agreed, so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka skripsi yang disusun oleh :

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Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION PAGE

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An Undergraduate Thesis entitled: **THE INFLUENCE OF AUDIO LINGUAL METHOD TOWARDS STUDENTS' LISTENING COMPREHENSION AT THE ELEVENTH GRADE OF SMA TMI (TARBIYATUL MU'ALLIMIIN AL-ISLAMIYAH) ROUDLATUL QUR'AN METRO IN THE ACADEMIC YEAR 2016/2017**

Written by Hananto Agus Salim, Student Number 1292007, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty in February 10th, 2017 at 08.00-10.00 a.m.

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The writer



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MOTTO

يَاأَيُّهَاالَّذِيْنَ آمَنُوْا إِذَاقِيْلَ لَكُمْ تَفَسَّحُوْا فِيْ الْمَجَالِسِ فَافْسَحُوْا يَفْسَحِ اللّٰهُ لَكُمْ وَ إِذَا قِيْلَ انْشُزُوْا فَانْشُزُوْا يَرْفَعِ اللّٰهُ الَّذِيْنَ آمَنُوْا مِنْكُمْ وَالَّذِيْنَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللّٰهُ بِمَا تَعْمَلُوْنَ خَبِيْرٌ (الْمُجَادَلَةُ : ١١)

Meaning:

O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy). And when you are told to rise up [for prayers, Jihad (holy fighting in Allah's Cause), or for any other god deed], rise up! Allah will exalt in degree those of you who believe, and those who have been grated knowledge. And Allah is Well-Acquainted with what to do. (Q.S. Al-Mujadalah: 11)

مَنْ عَرَفَ بُعْدَ السَّفَرِ اِسْتَعَدَّ (الْمَحْفُوظَاتُ)

Meaning:

" Who knows the long distance of journey, he will prepare himself." (Arabic Wiseword)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. My beloved parents, My super mom Mrs. Yayuk Sri Ichtiarini, my beloved father Mr. Djemiran who always support me with all their love.
2. My lovely sisters, Wiwied Pratiwi and Rahmah Wati Utami who have given motivation to me.
3. My beloved almamater State Islamic College (STAIN) of Jurai Siwo Metro.

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Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher for accomplishing his Undergraduate thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This Undergraduate thesis entitles "The Influence of Audio Lingual Method Towards Students' Listening comprehension at The Eleventh Grade of SMA TMI (Tarbiyatul Mu'allimiin Al-Islamiyah) Roudlatul Qur'an Metro in the academic year 2016/2017". In this research, the researcher focused to apply Audio Lingual Method Towards Students' Listening comprehension at The Eleventh Grade of SMA TMI (Tarbiyatul Mu'allimiin Al-Islamiyah) Roudlatul Qur'an Metro in the academic year 2016/2017.

This Undergraduate thesis is arranged as fulfillment of requirement for the degree of Sarjana Pendidikan (S. Pd) in English Education Department of State Islamic Institute of Metro

The researcher cannot stand alone, there were many people who contributed their meaningful hands in accomplishing this Undergraduate thesis that the researcher could not mention one by one. The researcher also would like to say thankful to the rector of State Islamic Institute of Metro; Prof. Dr. Hj. Enizar, M.Ag. The Dean of Tarbiyah and Teacher Training Faculty; Dr. Hj. Akla, M.Pd. The principle of English Study Department; Ahmad Subhan Roza, M.Pd. The sponsor

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As human being, the researcher completely realizes that his undergraduate thesis still richly needs many corrections. The researcher do apologizes for all mistakes that were made in writing and presentation items. All constructive comments and suggestions are extremely received to lighten up the quality of this undergraduate thesis. Hopefully, this Undergraduate thesis can be a meaningful and useful for the researcher especially and all readers generally.

Metro, February 10th, 2017

The researcher,



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TABLE OF CONTENT

COVER i
TITLE ii
ABSTRACT iii
ABSTRAK iv
APPROVAL PAGE v
NOTA DINAS (ENGLISH VERSION) vi
NOTA DINAS (INDONESIAN VERSION) vii
RATIFICATION PAGE viii
STATEMENT OF RESEARCH ORIGINALITY ix
MOTTO x
DEDICATION PAGE xi
ACKNOWLEDGEMENT xii
TABLE OF CONTENT xiv
LIST OF TABLES xvii
LIST OF FIGURES xviii
LIST OF APPENDICES xix

CHAPTER I INTRODUCTION 1

A. Background of The Study 1
B. Problem Identification 4
C. Problem Limitation 5
D. Problem Formulation 5
E. Objectives And Benefit of The Study 6

CHAPTER II THEORETICAL REVIEW 7

A. The Concept of Listening Comprehension 7
1. The Definition of Listening 7
2. The Process of Listening 8
3. The Definition of Listening Material 9
4. The Definition of Listening Comprehension 10
5. The Principles of Listening Comprehension 12
6. The Indicator of Listening Comprehension 13

B. The Concept of Audio-Lingual Method 15
1. The Definition of Audio-Lingual Method 15
2. The Principles of Audio-Lingual Method 17
3. The Procedure of Audio-Lingual Method 19

4. Advantages of Using The Audio-Lingual Method 21
5. Disadvantages of Using The Audio-Lingual Method 21

C. Theoretical Framework, Paradigm, and Hypothesis 23
1. Theoretical Framework 23
2. Paradigm 24
3. Hypothesis 25

CHAPTER III RESEARCH METHODO 27

A. Research Design 27
B. Population, Sample, and Sampling Technique 28
1. Population 28
2. Sample 39
3. Sampling Technique 30
C. The Operational Definition of Variables 31
1. Independent Variables 32
2. Dependent Variables 33
D. Data Collection Method 35
1. Test 35
2. Documentation 37
3. Observation 37
E. Research Instrument 38
1. Instrument Blue Print 39
2. Instrument Calibration 40
F. Data Analysis Technique 41

CHAPTER IV RESULT OF THE RESEARCH 43

A. Description of Data 43
1. Research Setting 43
a. A brief History of SMA TMI Roudlatul Qurán Metro 43
b. The Profile of SMA TMI Roudlatul Qurán Metro 45
c. Structure Organization of SMA TMI Roudlatul Qurán Metro 46
d. The Condition of Teachers and Official Employees 47
e. The Students' Quantity of SMA TMI Roudlatul Qurán Metro 48
f. The Infrastructure of SMA TMI Roudlatul Qur'an Metro 49
g. The Sketch of SMA TMI Roudlatul Qurán Metro 50
h. The Condition of Learning Facility of SMA TMI Roudlatul Qurán Metro 51
2. Research Data 51
a. Pre-test Result 51
b. Post-test Result 56

B. Hypothesis Testing 61
C. Discussion 64

D. Interpretations 65
E. Limitation 66

CHAPTER V CONCLUSIONS AND SUGGESTIONS 67

A. Conclusions 67
B. Suggestions 68

BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE

LIST OF TABLES

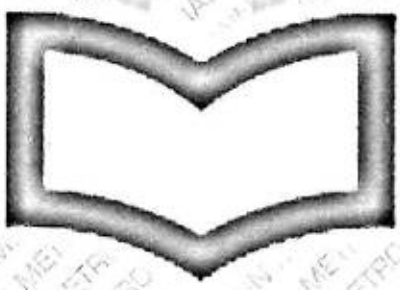
1. The Result of Pre-Survey for Students of Eleventh Grade 3
2. The Table of Population of The Research 29
3. The Table of The Sample of The Research 31
4. The Condition of Teachers and Official Employees in SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017 47
5. The Students' Quantity of SMA TMI Roudlatul Qurán Metro 48
6. The Infrastructure of SMA TMI Roudlatul Qurán Metro 49
7. The Condition of Learning Facility of SMA TMI Roudlatul Qurán 51
8. The Pretest Score of Students' Listening Comprehension at the Eleventh Grade of SMA TMI Roudlatul Qurán Metro 52
9. The Frequency distribution of Students Pre-Test Score 55
10. The Posttest Score of Students' Listening Comprehension at the Eleventh Grade of SMA TMI Roudlatul Qurán Metro 57
11. The Frequency Distribution of Students Post-Test Score 60
12. The Contingency Table of The Expected Frequency at The Result of Students' Listening Comprehension in Pre-test and Post-test 62
13. Testing of The Data 63

LIST OF FIGURES

1. The Paradigm of The Influence of Audio-Lingual Method Towards Students' Listening Comprehension at The Eleventh Grade of SMA TMI Roudlatul Qurán Metro in the Academic Year 2016/2017 24
2. The Organization Structure of SMA TMI Roudlatul Qurán Metro 46
3. The Scetch of SMA TMI Roudlatul Qurán Metro..... 50
4. The Graphic of Pretest result of class XI IPB..... 56
5. The Graphic of Pretest result of class XI IPB..... 61

LIST OF APPENDICES

1. Syllabus 75
2. Lesson Plan 83
3. Instrument of Pre – Test 88
4. Instrument of Post – Test 90
5. Instrument of Blueprint for Pre Test 92
6. Instrument of Blueprint for Post Test 93
7. The Answer Key 94
8. The Attendance List of Pre Test 95
9. The Attendance List of Post Test 97
10. Result score of Pre – Test 99
11. Result score of Post – Test 104
12. Documentation 109
13. Table of Chi-Square 123
14. SK bimbingan skripsi 124
15. Surat pra – survey 125
16. Surat balasan pra – survey 126
17. Surat izin research 127
18. Surat tugas 128
19. Surat balasan izin research 129
20. Surat Telah Melaksanakan Penelitian/Riset 130
21. Surat Rekomendasi Pelaksanaan Penelitian 131
22. Surat Bebas Pustaka 132
23. Nota Dinas Seminar 133
24. Approval Page Seminar 135
25. Ratification Page of Seminar 136
26. Result of Pre Survey 137
27. Kartu konsultasi bimbingan skripsi 143
28. The Proving pictures for conducting research at SMA TMI Roudlatul Qurán Metro 149



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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language and most used in every country on the world. English is one of materials in the school. Since English is very complicated lesson in Indonesia. Because English skill is based on 4 skills, they are listening, speaking, reading, and writing. Those four skills should fill each other; we ought to study English from basic skill which is listening. Therefore, we can study to the next skill in English which is speaking. By mastering English, we can explore the knowledge on the world.

Listening is one of English skills that must be mastered by students who learn English. Listening is the basic skill in English before we continue to the next skills in English. We should put the best strategy and approach to make our students understand about our listening materials because most of students are bored because they don't understand about what they listen when they learn English in listening class, and also the condition of study is not impressive. There are many kinds of approaches in teaching strategy, and one of them is audio-lingual method. There are different ways which are used by students to master listening skill, such as listening music, watching movie, etc.

Teaching English as Foreign Language is very hard to apply it. We should motivate students to master listening skill by amusing them, such as listening music

and watching movie before going to the main materials of listening. The measurement of listening is the students are required to listen to a passage and answer to questions based on it. The passage include both conversation and descriptive passages. The questions are fact based, inferential and intuitional in nature. Another measurement of Listening are to find the main idea of the given information, find the explicit meaning, find the implicit meaning, and guess the meaning of words from context. The interesting teacher also helps students to study about material. The researcher assumed if students are not bored in learning listening materials by entertaining them with music and movie. The learning activities in the class for listening lesson can run as well as we hope, besides most of them felt difficult to learn Listening section in English because of lack of vocabularies, and never study this section before. Furthermore, we, as the teachers, should help them to prepare their skill in answering the questions for Listening section in English final national examination.

In fact, the researcher finds some problems that are indicated on the students' listening comprehension at the Eleventh Grade of SMA TMI Roudlatul Qurán Metro in the Academic Year of 2016/2017, as follows: firstly, the students' listening comprehension is still low. Secondly, many students are low score in listening comprehension. Thirdly, the media and teaching technique are less interesting. Fourthly, the students are less interested in joining listening class. Lastly, most of the students face the difficulties to comprehend the listening record.

Based on the pre-survey result that researcher got the data in listening comprehension test at the eleventh grade of SMA TMI Roudlatul Qur'an, the researcher presents his pre-survey result in the table form, as follows:

Table 1
Students' Listening Comprehension Test of Class 11 IPA of SMA TMI Roudlatul Qurán Metro

Grade	Frequency	Percentage	Explanation
75 – 100	2	7,14%	High
51 – 74	5	17,86%	Fair
0 – 50	21	75%	Low
Total	28	100 %	

Source: Pre survey that the researcher conducted

Referring the table above, the researcher assumes that students who got the result between 75-100 which is High predicate is 2 people, who got 51-74 which is fair is 5 people, who got 0-50 which is poor predicate is 21 people. The researcher held the Listening test for students in eleventh grade on January 17th, 2016. Based on the Pre-survey data above, the researcher concluded that students' listening comprehension is mostly low. Therefore, the researcher intends to use Audio-Lingual Method for knowing whether there is a positive and significant influence of Students' Listening Comprehension in his research because the researcher thinks that Audio-Lingual Method is the appropriate method to achieve learning goals in listening process for students' comprehension.

B. Problem Identification

Based on the background of the study above, the researcher can identify the problems and find the solutions to the problems as follows:

1. The students cannot pick out the manageable clusters of words because they will try to retain overly long whole sentence or several sentences.
2. The students get confused when they listen redundancy in the conversation in listening material because it helps them to process meaning by offering more time and extra information.
3. The students do not understand well about the reduced forms in English, such as reduction can be phonological, morphological, syntactic, or pragmatic. Especially when they are taught to the formal forms of English.
4. The students are not trained well to listen for meaning in the midst of distracting variables.
5. The students are not familiar with the colloquial language, such as: idioms, slang, reduced forms, and shared cultural knowledge that all are manifested at some point in conversations, dialogue, or monologue.
6. The students are not able to comprehend language delivered at varying rates of speed and, at times, delivered with few pauses. Especially in conversation.
7. The students don't reach their minds that stress, rhythm, and intonation in speech are not only for interpreting straightforward elements such as questions, statements, and emphases. But also for understanding more subtle messages like sarcasm, endearment, insult, solicitation, praise, etc.

8. The students can not involve themselves into interaction in listening class in order to comprehending the listening material, such as: responding, negotiating the meaning, asking for clarification, giving feedback, and maintaining the topic.

C. Problem Limitation

The researcher has defined that there are problems in every students in Listening Comprehension because they have not been practiced before, and there is the low English result especially on Listening subject, so it needs the appropriate strategy in teaching learning English, especially Listening.

In order that this research would not spread, the researcher focuses to the problems of students' listening comprehension only that the researcher concludes based on the problem identification that the researcher has made before.

This research is held on the Eleventh Grade of SMA TMI Roudlatul Qur'an Metro, in the academic year 2016/2017.

D. Problem Formulation

Based on the problem identification above, the researcher comes up with the problem formulation as follows:

"Is there any positive and significant influence of Audio-lingual Method towards students' listening comprehension at the eleventh grade of SMA TMI Roudlatul Qur'an Metro?

E. Objective and Benefits of the Study

At the end of this research, the researcher hopes that it has some advantages to the teaching and learning process.

1. The Objective of the Study

   The objective of this research is to find out whether there is an influence of using Audio-Lingual Method towards the students' listening comprehension.

2. The Benefit of the Study

   a. For the student as motivation

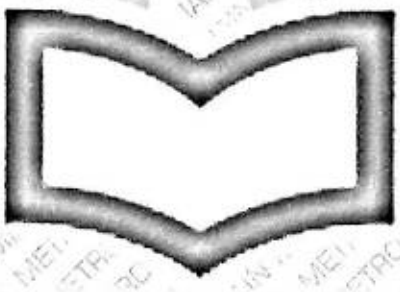
      The researcher hopes that this research can be a good motivation and help the students to solve their problems in listening comprehension by using Audio-lingual Method in teaching English in the class.

   b. For the Teacher as innovation

      This study is hopefully will be able to make the teacher is more innovative in selecting effective method in listening teaching to solve the problems that are faced by the students.

   c. For the Headmaster of School as improvement

      It is hopefully can be a positive contribution to the teaching English listening improvement in SMA TMI Roudlatul Qurán Metro.



IAIN

METRO

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Listening Comprehension

1. The Definition of Listening

Listening seems simple because it is something we do every day. Yet, when one is listening in a second or foreign language, we can see more easily how complex listening really is. Let's start by looking at some definitions of listening:

a. "Listening is an active, purposeful processing of making sense of what we hear." [1]

b. "Listening is the mental process of constructing meaning from spoken input." [2]

c. "Listening is conceived of as an active process in which listeners select and interpret information which comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express."[3]

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[1] Helgesen, M., *Practical English Language Teaching*, (New York: The McGraw- Hill Companies, 2003), P. 24

[2] Rost, M, *Teaching and Researching Listening*, (London: Pearson Education Press, 2002), P. 279

[3] Rubin, J., *An Overview to " A Guide for the Teaching of Second Language Listening "*, (San Diego: Dominie Press, 1995), P.7

Notice that the definitions for listening all use words like active and construct. It is clear that the listener is doing more than simply decoding what is heard. Rubin completes her definition by saying that active man listener get information (from visual and auditory clues) and relate this information to what they already know[4]. Select means that in the process of making of the **input.** Listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, listeners use their background knowledge as well as the new information to decipher what is going on and to figure out what speakers intend.

The point is that listening is a very active skill. It requires the active attention-and an active intention-on the part of the hearer.

2. The Process of Listening

As asserted by Nation and Jonathan, the process of listening are:

a. Bottom-up Processes
These are the processes the listener uses to assemble the message piece-by-piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

b. Top-down Processes
Top-down processes involve the listener in going from the whole-their prior knowledge and their content and theoretical schemata-to the parts. In other word, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing.[5] When we put these two types of

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[4] Marc Helgesen and Steven Brown, *Practical English Language Teaching: Listening*, (New York: The McGraw-Hill Companies, 2007), P. 3

[5] I.S.P nation, and Jonathan Newton, *Teaching ESL / EFL Listening and Speaking*. (New York: Routledge 270 Madison Ave, 2009). P.40

processing together, we see listening not as a single skill, but as a variety of sub-skills.

From the explanation above, the researcher can conclude that there are two processes of listening process. The first is bottom-up processing, which means that the learners begin to get the message of knowledge in listening process part by part. And then, the students can achieve the meaning of message as a whole. And the second is Top-down processing, which means that the learners use their common knowledge to get know about the specific message which is requested for getting the point of the specific knowledge.

3. The Definition of Listening Material

Listening materials may be used under a teacher's direction or independently by students. Usually the materials in teacher-directed activities can be more difficult than those students use on their own. In either case, the material should be neither so difficult as to make learning or enjoyment impossible nor so easy that there is little to learn or to hold the students interest.

Listening is an active process in which listeners shift between sources of information (what they know and what they listen), elaborate mean and strategy, check their interpretation (revising when appropriate) and use the social context as a basic for their response to the implied meaning or the mean about what they listen.

The concept of listening material consist of:

a. Predicting
b. Inference
c. Monitoring
d. Clarifying
e. Responding
f. Evaluation[6]

From the explanation above, the researcher can assume that listening material which is directed by teacher mostly are difficult to students to learn,

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[6] Marc Helgesen and Steven Brown, *Practical English*. P. 70

therefore, the teacher should comfort the student for enjoying the learning process of listening in the class and combine the information between what they know and what they listen and connect the information reasonably. So the students can understand and they can be directed to the appropriate understanding about listening goals.

4. The Definition of Listening Comprehension

According to James Asher, listening is as primary component in language teaching first before learning other skill.[7] It means that listening is the primary skill where children must learn and understand because listening is the foundation of all skills.

Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills.[8]

Steven Brown states that Listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.[9]

In other definition, Listening is a process of orally grasping and decoding the signs a listener directly hears. Practically, in a listening process a listener

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[7]Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy.* (San Fransisco: State University, 2001), Second Edition. P. 247

[8]Vandergrift, Larry & Christine C.M. Goh. *Teaching and learning second language listening: metacognition in action.* (New York: Routledge. 2012). P. 4

[9]Brown, Steven, *Teaching Listening.* (New York: Cambridge University Press, 2006). P. 4

understands and translates the message addressed to him into meaning in his mind.[10]

According to David, listening comprehension is an extremely important skill because adults spend nearly half of their communication time on listening.[11]

Brown states the meaning of listening comprehension as a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain.[12]

Anderson and Lynch assert that the main point of listening skill is the listeners' comprehension. Listeners' comprehension is their ability to understand the message that has received.[13]

From the some explanation above, the researcher concluded that listening comprehension is the ability of the listener to receive the message from the listening record that they have heard by activating their prior knowledge.

Listening comprehension is the process of understanding speech in a first or second language. The study of Listening comprehension in second language learning focuses on the role of individual linguistic units (e.g.,

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[10]F. Byrne, *Principle of language learning and teaching.* (New Jersey: Prentice Hall Inc, 1980). P. 121

[11]David, J. Mendelshon, & Joan Rubin. *A Guide for the Teaching of Second Language Listening.* (USA: Dominie Press, 1995). P.132

[12]Brown, H. Douglas. *Teaching by Principles.* P.249

[13]A. Anderson, & T. Lynch. *Listening.* (Oxford: Oxford University Press, 1988). P.9

phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and topic.

Listening as comprehension is the traditional way of thinking about the nature of listening.[14] Indeed, in most methodology manuals *listening* and *listening comprehension* are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse. We will examine this view of listening in some detail before considering a complementary view of listening – listening as acquisition. This latter view of listening considers how listening can provide input that triggers the further development of second-language proficiency.

5. The Principles of Listening Comprehension

M. Celce-Murcia suggests that a set of principles for teaching listening in the second language classroom:

a. **Increase the amount of listening time in the second language class**. Make listening the primary channel for learning new material in the classroom. Input must be interesting, comprehensible, supported by extra linguistics material, and keyed to the language lesson.
b. **Use listening before other activities**. At beginning and low-intermediate levels, have students listen to material before they are required to speak, read, or write about it.
c. **Include both global and selective listening**. Global listening encourages students to get the gist, main idea, topic, situation, or setting. Selective listening points student attention to details of form and encourages accuracy.

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[14] Richards, Jack C. *Teaching Listening and Speaking, From Theory to Practice*, (United States of America:Cambridge University Press, 2008). P. 3

d. **Activate top-level skills.** Give advance organizers, script activators, or discussions which call up students' background knowledge. Do this before students listen. Encourage top-down processing at every proficiency level.
e. **Work towards automaticity in processing.** Include exercises which build both recognition and retention of the material. Use familiar material in novel combinations. Encourage over learning through focus on selected formal features. Practice bottom-up processing at every proficiency level.
f. **Develop conscious listening strategies.** Raise students' awareness of text features and of their own comprehension processes. Encourage them to notice how their processing operations interact with the text. Promote flexibility in the many strategies they can use to understand the language. Practice interactive listening, so that they can use their bottom-up and their top-down processes to check one against the other.[15]

6. The Indicator of Listening Comprehension

In listening comprehension, the use of listening activity can help the students to capitalize on the language input they are receiving[16]. Axbey was stating that the successful listening in the classroom depends partly on good preparation. The context of what he or she is going to listen should be introduced to the students such as who is speaking, where, when, and to what purpose. These information enable them to make prediction of the content and language.

There are some necessary components, in listening comprehension as stated by Rost They can be listed bellow:

a) Discriminating between sounds
b) Recognizing words

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[15]Celce-Murcia, M. *Teaching English as a Second or Foreign Language*, (USA: Heinle & Heinle,2009). Third Edition. P.89

[16] Brown, Douglas, *Principles of Language Learning and Teaching*, (Michigan: University of Michigan Press, 2005), P. 90

c) Identifying grammatical grouping of words
d) Identifying pragmatic unit-expressions and sets of utterances which function as whole units to create meaning
e) Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning
f) Using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning.[17]

Based on the explanation above, listening comprehension is the mind activity to understand spoken materials containing information to get the meaning that the speaker wants to convey using his background knowledge through the interaction between the listener and the speaker. In short listening comprehension emphasizes the listener to understand the meaning of text, the listener constructs meaning by using cues from contextual information and from existing knowledge, and not by processing every word, and not trying to work out all that are involved in the literal meaning of the utterance while relying upon multiple strategies resources to fulfill the task requirement.

Here are the indicators of listening comprehension, the student are able to:

a) Find the main idea of the given information
b) Find the explicit meaning
c) Find the implicit meaning
d) Guess the meaning of words from context.

[17] Rost. M., *Introducing listening*. (London: Penguin Group, 1994), P. 23

B. The Concept of Audio-Lingual Method

This chapter contains the theories which support the research; it includes the more explanation of Audio-Lingual Method, and Teaching Listening. Therefore, the researcher tried to explain all of those items as bellow.

1. The Definition of Audio-Lingual Method

The theory of language underlying Audiolingualism was derived from a view proposed by American linguist in the 1950s. A view that came to be known as *structural linguistics*[18]. Structural Linguistics had developed in part as a reaction to traditional grammar.

The Audio-Lingual Method (ALM) is a method which was introduced in the United States of America (USA) in 1940s. Technically, the method was supported by tape recorders and language laboratories. Theoretically, the method was based on the finding of the structural linguists, who developed a psychology and philosophy of language learning different from traditional methods[19].

Audio-Lingual Method is The Army Method came to be known in the 1950s.[20] The audio-lingual approach to language learning was generated by the U.S. Defense Forces language programs during and after World War II. A number of factors influenced the way foreign languages were taught after the war (e.g., the emergence of several international languages, the greater

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[18] Richards, Jack C. And Rodgers, Theodore S. *Approaches and Methods in Language Teaching*, (United States of America: Cambridge University Press, 2001). Second Edition. P. 64

[19] Setiyadi, Ag. Bambang, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu Press, 2006). First Edition. P. 53

[20] Brown, H. Douglas, *Teaching by principles: an interactive approach to language pedagogy*, (United States of America: Pearson Education, Inc., 2007). Third Edition. P. 23

mobility of people and the expansion of education programs). For a number of reasons, the Audio-Lingual Method enjoyed many years of popularity, and even to this day, adaptations of the ALM are found in contemporarty Methodologies.

In the Audio-Lingual Method, language learners are prepared with the knowledge and skill required for effective communication in a foreign language[21]. The language learners are also hoped to understand the foreign people whose language they are learning and the culture of the foreign people.

Audio-lingual methodology does provide comprehensible input.[22] The dialogues and pattern practice are certainly understandable by most students, although some theorists have said that in early parts of a lesson actual comprehension is not necessary, that purely mechanical drill is useful.

When using Audio-lingual method in class. Language learning is a process of habit formation.[23] It means that when we would like to use Audiolingual Method in Class, we should make our class as comfortable as we could to perform the good condition that supports the process of learning. It is important for teachers to prevent student error since errors can lead to the formation of bad habits. Students should overlearn the sentence patterns of the target language. Positive reinforcement helps students to develop correct habits.

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[21] Brown, H. Douglas, *Principles of Language.* P. 138

[22] Krashen, Stephen D, *Principles and Practice in Second Language Acquisition,* (United States of America: Pergamon Press Inc., 1982). First Edition. P. 130

[23] Larsen, Diane. And Freeman, *Teacher's Handbook for the Video Series Language Teaching Methods,* (United States of America: Office of English Language Programs Material Branch United States Department of State Washington, D.C., 1990). P. 2

The Audio-Lingual method 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[24]. It also has a strong theoretical base in linguistics and psychology.

The Audio-Lingual Method emphasizes on listening and speaking skills in order to facilitate the progress of reading and writing skills besides increasing communicative competency[25]. The method, which was originally introduced to prepare people to master foreign language orally in a short time, emphasizes oral forms of language. However, the method still considers the other language skills. The method considers that the oral forms: speaking and listening should come first, and reading and writing come later.

The advocates of the method believe that language learners learn a foreign language as a child learns his/her mother tongue. First, he hears sounds and tries to understand the sounds; he/she then tries to reproduce the sounds. Next, he/she learns to read the written forms.

2. The Principles of Audio-Lingual Method

The Principles of the Audio-Lingual Method are concluded from the aims of learning a foreign language[26]. It means that the principles of the Audio-Lingual Method do not go far away from the aims of learning a foreign language their selves. The idea behind such a technique is that it helps the

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[24] Larsen, Diane. And Freeman, *Techniques and Principles in Language Teaching*, (United Kingdom: Oxford University Press, 2000). The Second Edition. P. 35

[25] Flowerdew, John. And Miller, Lindsay, *Second Language Listening: Theory and Practice*, (United States of America: Cambridge University Press, 2005). P. 8

[26] Ag. Bambang Setiyadi, *Teaching English*, P. 55

learner to create good habits[27]. There are two aims in this method; they are linguistic aims of the Audio-Lingual Method and the cultural aims. The linguistic aims of the Audio-Lingual method are:

a) Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters,
b) Language learners are able to speak in acceptable pronunciation and grammatical correctness,
c) Language learners have no difficulties in comprehending printed materials,
d) Language learners are able to write with acceptable standards of correctness on topics within their experience.[28]

And, the cultural aims of this method are

a. Language learners understand daily life of the people, including customs, works, sports, play, etc.,
b. Language learners know the main facts concerning the geography, history, social and political life of the people,
c. Language learners appreciate the art and science of the people,
d. Language learners understand the value of the language as the main factor in their culture. Stephen said in his book that the goal of Audio-Lingual Method is to have the students over-learn a variety of patterns to be used directly in performance. It means that this Audio-lingual method puts its aims in the student's performance in their daily activity as a habit. So it can be measured not just by cognitive aspects. But also by performance of their selves. [29]

In short, we can conclude the principles of the Audio-Lingual method based on Johnson:

a. Language is a system of arbitrary vocal symbol used for oral communication, it means that language has various specific symbols to pronounce as the representative words for speech communication.
b. Writing and printing are graphic representations of the spoken language,
c. Language can be broken down into three major component parts: the sound system, the structure, and the vocabulary,
d. The only authority for correctness is actual use of native speakers,

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[27] Flowerdew, John. And Miller, Lindsay, *Second Language*. P. 9
[28] Ag. Bambang Setiyadi, *Teaching English*, P. 55
[29] Krashen, Stephen D, *Principles and Practice*, P. 132

e. One can learn to speak and understand a language only being exposed to the spoken language and by using the spoken language,
f. Languages can be learned inductively far more easily than deductively, Stephen also said that Audio-lingual teaching often results in inductive learning.
g. Grammar should never be taught as an end in itself, but only as a means to the end of learning the language, it means that we do not provide audio lingual method as the teaching technique to learn about grammar in the end of teaching process, but we put teaching habit as the goal of audio lingual method.
h. Use of the students' native language in class should be avoided or kept to a minimum in second language teaching, Diane also said in her book that the native language and the target language have separate linguistic systems. It means that they should be kept apart so that the students' native language interferes as little as possible with the students' attempts to acquire the target language.
i. The structures to which the students are exposed to should always sound natural to native speakers,
j. All structural materials should be presented and practiced in class before the students attempt to study it at home. [30]

3. The Procedure of Audio-Lingual Method

Since Audioligualism is primarily an oral approach to language teaching, it is not surprising that the process of teaching involves extensive oral instruction. The focus of instruction is on immediate and accurate speech. As far as possible, the target language is used as the medium of instruction, and translation or use the native language is discouraged. Classes of ten or fewer are considered optimal, although larger classes are often the norm. Brooks lists the following procedures that the teacher should adopt in using the Audiolingual method:

a) The modeling of all learnings by teacher
b) The subordination of the mother tongue to the second language by rendering English inactive while the new language is being learned.

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[30] Ag. Bambang Setiyadi, *Teaching English*, P. 56

c) The early and continued training of the ear and tongue without recourse to graphic symbols.
d) The learning of structure through the practice of patters of sound, order, and form, rather than by explanation.
e) The gradual substitution of graphic symbols for sounds after sounds are thoroughly known.
f) The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue.
g) The shortening of the time span between a performance and the pronouncement of its rightness or wrongness, without interrupting the response. This enhances the factor of reinforcement in learning.
h) The minimizing of vocabulary until all common structures have been learned.
i) The study of vocabulary only in context.
j) Sustained practice in the use of the language only in the molecular form of speaker-hearer-situation.
k) Practice in translation only as a literary exercise at an advanced level. [31]

Besides the procedure of presenting a dialogue, which involves listening and speaking, the Audio-Lingual Method suggests a procedure of listening, the following are steps in listening:

a. *Motivation.* An effort is made to arouse learners' interest in the topic or presentation.
b. *Introduction.* The situation or content is briefly described.
c. *Anticipation of difficulties.* If there are any new words or structures, these will be singled out or made clear.
d. *First listening.* The record is played.
e. *Check on difficulties.* Some words and structures may still be incomprehensible to few learners. These are taken up at this point and clarified.
f. *Second listening.* Again the tape is played without interruption.
g. *Questions.* Significant expressions, keywords and phrases or structures to be learned are used in questions.
h. *Third listening.*
i. *Questions.* The language teacher asks original, informal questions to test comprehension.[32]

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[31] Richards, Jack C, *Approaches and Methods*, P. 64
[32] Ag. Bambang Setiyadi, *Teaching English*, P. 62

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

1) Students first hear a model dialogue (either read by the teacher or on tape) containing the key structures that are the lesson. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate.
2) The dialogue is adapted to the students' interest or situation, through changing certain keywords or phrases. This is acted out by the students.
3) Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually.
4) The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the dialogue may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced.
5) Follow-up activities may take place in the language laboratory, when further dialogue and drill work is carried out.[33]

4. Advantages of Using The Audio-Lingual Method

a) Listening and speaking skills are emphasized and, especially the former, rigorously developed.
b) The use of visual aids is effective in vocabulary teaching.
c) The method is just as functional and easy to execute for larger groups.
d) Correct pronunciation and structure are emphasized and acquired.
e) It is a teacher-dominated method.
f) It is a mechanical method since it demands pattern practice, drilling, and memorization.
g) The learner is in a directed role; the learner has little control over the material studied or the method of study.
h) It is grounded on a solid theory of learning.[34]

5. Disadvantages of Using The Audio-Lingual Method

a) The behaviorist approach to learning is now discredited. Many scholars have proved its weakness.
b) It does not pay sufficient attention to communicative competence.
c) Only language form is considered while meaning is neglected.

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[33] Richards, Jack C, *Approaches and Methods,* P. 65

[34] Dhaka, Tanvir. Kalil Mohammed, *The Audio-Lingual Method.* https://en.m.wikipediea.org/wiki/Audio-Lingual_method (November 15th, 2016)

d) Equal importance is not given to all four skills.
e) It is a teacher-dominated method.
f) It is a mechanical method since it demands pattern practice, drilling, and memorization over functional learning and organic usage.
g) The learner is in passive role; the learner has little control over their learning.[35]
h) Basic method of teaching is repetition, speech is standardized and pupils turn into parrots who can reproduce many things but never create anything new or spontaneous. Pupils become better and better at pattern practice but were unable to use the patterns fluently in natural speech situation.
i) Mechanical drills of early Audio-visual approach criticized as being not only boring and mindless but also counter-productive, if used beyond initial introduction to new structure.
j) Audio-visual materials were open to same sort of misuse. Tendency to regard audio-visual materials as a teaching method in themselves, not as a teaching aid.
k) Soon become clear to teachers to teachers that audio-visual approach could only assist in presentation of new materials. More subtle classroom skills were needed for pupils to assimilate material and use it creatively. This final vital phase was often omitted by teachers.
l) New technology caught publishers and text-book researchers unprepared- very few commercial materials were available in the early stages. Those that did exist stressed oral and aural skills and did not develop reading and writing skills.
m) New materials necessitated extensive use of equipment with all associated problems of black-out, extension leads, carrying tape-recorders from classroom to classroom. Some schools set up Specialist-language rooms, but teachers still had to set up projectors and find places on tape. Equipment could break down, projector lamps explode, tapes tangle- not sophisticated equipment of today. Hardware involved extra time, worry and problems, and, for these reasons alone, its use gradually faded away.
n) Series of classroom studies threw doubt on claims made for language laboratory, showed that this costly equipment did not improve performance of 11+ beginners, when compared with some materials used on single tape-recorder in classroom.[36]

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[35] Larsen, Diane. And Freeman, *Techniques and Principles in Language Teaching*, https://en.m.wikipediea.org/wiki/Audio-Lingual_method (November 15th, 2016)

[36] Becon, *TESOL/TESL/TEFL/EFL/ESOL/ESL Resources Forum Index ELT2* http://khoaanh.net/index.php?name=PNphpBB2&file=viewtopic&t=2704 , (April 29th, 2009)

C. Theoretical Framework, Paradigm, and Hypothesis

1. Theoretical Framework

A research must have a theoretical framework as a concept for basic in research, Theoretical Framework in this research is systematic thought to write some problems that gives the tentative preposition toward the problem. Edi Kusnadi states that "Theoretical Framework is a tentative statement about the indication which becomes the object of problem in the research".[37]

Creswell has described the theoretical framework of a study as dependent on the research's worldview and culminating in a selection of a qualitative or quantitative paradigm.[38]

Therefore, there are two variables in this research. These all are Independent Variable (X) and Dependent Variable (Y). Independent Variable as influencing variable which is an Audio-Lingual Method, and Dependent Variable as an effect variable which is students' listening comprehension.

Audio-lingual Method is a process or a method about how we use audio and the language to make our students understand about our listening material. Therefore, the implementation of Audio-Lingual method in teaching learning is strongly needed and the student or the learner will make the good condition for increasing their comprehension in listening section, and as a result, the learner or the student will follow and participate in lesson seriously. On the

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[37] Edi Kusnadi, *Methodologi Penelitian*, (Metro: STAIN Metro, 2008), P. 57

[38]Tonette, S. Rocco & Tim, Hatcher. *The Handbook of Scholarly Writing and Publishing.* (San Francisco: Jossey-Bass, 2011). P.119

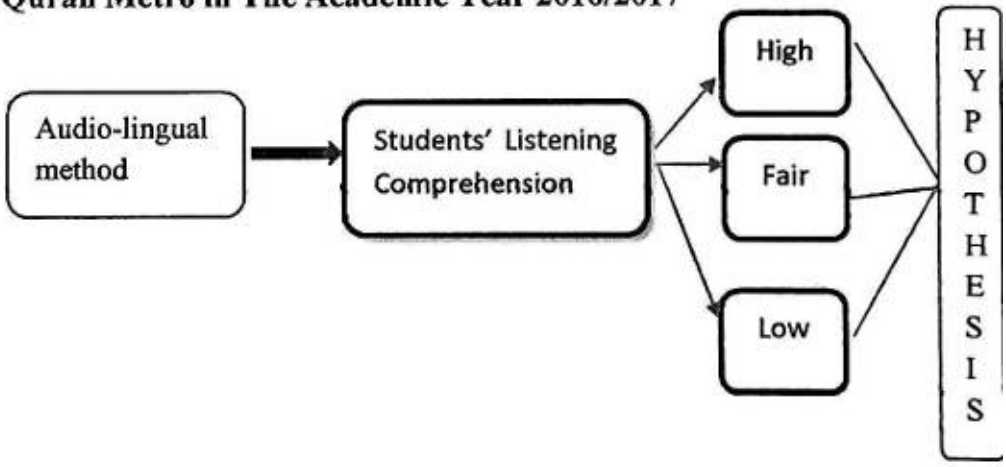
other word, the function of teacher in the process of teaching learning is a director, facilitator, moderator and motivator of learning. When the teacher provides a new lesson about listening section, the teacher should be able to make the students understand about the directions on each part of the listening section. It is clear that a teacher must be creative in combining the materials of Listening and the atmosphere of his/her class.

If audio-lingual method process is good, the students' listening comprehension will be good. On the other hand, if audio-lingual method process is not good, the students' listening comprehension will be not good.

2. Paradigm

Based on the theoretical framework above, the researcher can describe the paradigm, as follows:

Figure 1
The Paradigm of the Influence of Audio-Lingual Method Towards Students' Listening Comprehension at The Eleventh Grade of SMA TMI Roudlatul Qurán Metro in The Academic Year 2016/2017



Based on the paradigm besides, if the students' Listening Comprehension is good, it means that there is a positive and significant influence of Audio-Lingual Method Towards Students' Listening Comprehension. While, the

students' Listening Comprehension is low, it means that there is no positive and significant influence of Audio-Lingual Method Towards Students' Listening Comprehension

3. Hypothesis

Yongesh states that a hypothesis is a tentative statement between two or more variables[39]. And it can be understood that hypothesis as a statement about the condition of the parameter of the research with sample.

Donald Ary, et.al state that a hypothesis should be presented in the form of a concise declarative statement. A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it. It also provides the framework for presenting the findings of the study.[40]

The researcher uses in experiment in order to compared the group. Based on the statement above, it can be understood that hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena's.

Based on theoretical framework and paradigm above the researcher formulates the hypothesis as follow :

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[39] Yogesh Kumarsingh, *Fundamental of Research Methodology and statistics*, (New Delhi: New Age International (P) Limited, 2006), P. 55

[40]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education.* (USA: Wadsworth, 2010). 8th Edition. P. 90.

a. Hypothesis Formulation

The formulation of the hypothesis as follows:

1) Alternative Hypothesis (Ha),

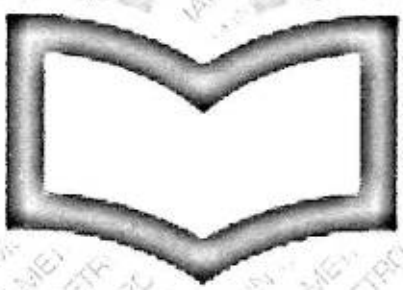
Ha: there is a positive and significant influence of the Audio-Lingual Method towards students Listening Comprehension at the eleventh grade of SMA TMI Roudlatul Qur'an.

2) Null Hypothesis (Ho).

Ho: There is no a positive and significant influence of the Audio-Lingual Method towards students' Listening Comprehension at the eleventh grade of SMA TMI Roudlatul Qur'an.

b. Statistical Hypothesis

If $= F_0 > Ft$	Ha is accepted, and Ho is rejected
If $= F_0 < Ft$	Ha is rejected, and Ho is accepted



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CHAPTER III

RESEARCH METHOD

A. Research Design

The research is a quantitative research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on methods (in particular statistics)[1]. In addition, Bambang Setiadi states that research in teaching foreign language has a very important role to improve the outcome of the process of learning the language.[2] It means that the researcher involves himself in the teaching learning process.

The researcher would use the quantitative research in the form of experimental design. According to Daniel, experimental designs are known as 'the scientific method' due to their popularity in scientific research where they originated.[3]

This research involves two variables; there are independent and dependent variable. The independent variable is Audio-Lingual Method (X) and dependent variable is the students' listening comprehension (Y). The

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[1]Muijs, Daniel. *Doing Quantitative Research in Education*. (London: Sage Publication,. 2004). P.1

[2]Setiadi, Bambang. *Metode Penelitian Untuk Pengajaran Bahasa Asing*. (Yogyakarta: Graha Ilmu. 2006). P.1

[3]Muijs, Daniel. *Doing Quantitative*. P. 1

researcher would conduct the research in the eleventh grade of SMA TMI Roudlatul Qurán Metro.

According to Kumarsingh, research design is mapping strategies[4]. This research would be an experiment research which would be conducted a quantitative; it would be held in SMA of TMI Roudlatul Qur'an West Metro. The researcher would investigate the Eleventh grade in the academic year of 2016/2017.

B. Population, Sample, and Sampling Technique

1. Population.

Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed.[5] It means that the population is all subject that would be observed in this research.

Daniel Muijs defines the population is the group that want to generalize your discover.[6] Besides that, John W. Creswell stated that a population is a group of individuals who have the same typical.[7]

The entire group of people or set of objects, including those not in the study.[8]

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[4] Yogesh Kumarsingh, *Fundamental of Research Methodology and statistics,* (New Delhi: New Age International (P) Limited, 2006), P. 86.

[5] Ibid, P. 82.

[6] Muijs, Daniel. *Doing Quantitative*. P. 37

[7] Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research,*. (Lincoln: Pearson. 2012). The Fourth Edition. P. 142

[8] Anderson, Garry. *Fundamental of Educational Research*. (London: Falmer Press, 2005). P. 262

The population of this research is the students of SMA TMI Roudlatul Qur'an Metro. The researcher would investigate the Eleventh grade in the academic year 2016/2017, it is about 103 students, which consist from 4 classes.

Below was the data of the population :

Table 2

The Population of The Eleventh Grade Students of SMA TMI Roudlatul Qur'an Metro in the academic year 2016/2017

No	Class	Male	Female	Amount
1	XI IPA 1	9	16	25
2	XI IPA 2	5	20	25
3	XI IPB	10	18	28
4	XI IPS	13	12	25
Total		**37**	**66**	**103**

Source: Documentation of SMA of TMI Roudlatul Qur'an West Metro.

2. Sample

Arikunto states that sample is part of population being researched. Burke also says that sample that it is a set of elements taken from a larger population according to certain rules. So, it can be concluded that sample is a small portion of a population assigned according to certain rules.

Sample is a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected.

Furthermore, they state that a sample is always smaller than a population, and it is often much smaller.

Based on the theories above, the researcher decides to take class XI IPB, which the amount of students in this class is 28 students, only because they are objects of this research and they want to face listening national final examination

3. Sampling Technique

Prof. Dr. Samy Tayie explains that a sample is a subset of the population that is taken to be representative of the entire population.[9] Similarly, John W. Creswell describes a sample is a subgroup of the target population which the researcher plans to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population.[10]

The sampling technique would be used in this research is purposive cluster sampling. Donald Ary explained, "purposive sampling—also referred to as judgment sampling—sample elements judged to be typical, or representative, are chosen from the population."[11] The researcher takes one class of the eleventh grade to be became respondent. The chosen class is XI IPB, consists of 28 students.

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[9]Tayie, Prof. Dr. Samy. *Research Method and Writing Research Proposal*. (Cairo: CAPSCU. 2005). P. 32

[10]Creswell, John W. *Educational Research*,.P. 142

[11]Donald Ary and Lucy Cheser Jacobs, et al, *Introduction to Research in Education* (8th Ed), (USA: WADSWORTH, 2010), p. 156.

In this research, the researcher would take one class, which is class XI IPB consist of 28 students. It can be presented below:

Table 3.

Table of Sample at the Research

No	Class	Gender		Data
		Male	Female	
1.	XI IPB	10	18	28

All of this research activity and treatment is to know whether Audio-Lingual Method has any positive and significant influence on the students' listening comprehension.

C. Operational Definition Of Variable

John W. Creswell stated that a variable is a feature or attribute of things that (a) researchers can measure or observe and (b) varies among things studied.[12] There are two variables in this research, consist of using Audio-Lingual Method and students' listening comprehension. The operational definition of variables in this research as follows:

[12]Creswell, John W. *Educational Research.* P. 112

1. Independent Variables

According to Evelyn Hatch, "The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher."[13]

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The arrows show how the independent variable influences the dependent variable through the intervening variable.[14] In this research, independent variable is Audio-Lingual Method.

The research uses the quantitative research, which pretest and post test design. In this design, the pretest and posttest intended to investigate whether using Audio-lingual method can be used to influence students' listening comprehension significant.

This variable would be measured by giving pretest and posttest. Pretest and posttest instruments consist of 15 questions in form of multiple choices. Question with the range score 0 – 100. When the students can answer the entire question correctly they would get 100 score, and when the students cannot answer the entire question correctly they would get 0 score. The alternatives provides include *a, b, c, d* and *e*. The time to the test is 45 minutes.

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[13] Evelyn Hatch and Hossein Farhady, *Research Design and Statistic for Applied Linguistics*, (U.S.A.: Newbury House Publishers.Inc,1982), p.15.

[14] *Ibid.*, P. 116

Some indicators that indicate the students are able to achieve the goals in listening comprehension by using Audio-Lingual Method, as follows:

a) Language learners are able to comprehend the foreign language when it is spoken at normal speed and concerned with ordinary matters,
b) Language learners are able to speak in acceptable pronunciation and grammatical correctness,
c) Language learners have no difficulties in comprehending printed materials,
d) Language learners are able to write with acceptable standards of correctness on topics within their experience. [15]

By this measurement, the researcher would know the user performance in applying Audio-Lingual method as a method to learn listening comprehension activity at the Eleventh Grade of SMA TMI Roudlatul Qurán Metro.

2. Dependent Variables

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or

[15] Ag. Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu Press, 2006). First Edition. P. 53

consequence variables.[16] Dependent Variable in this research is the students' listening comprehension that the students' comprehension is to listen and understand words, sentences, or phrase. It would be conducted by the scores achieve from the test. The test would be used to measure the students' listening comprehension after and before giving the treatment of Audio-Lingual Method in learning process.

Moreover, based on the explanation above that is indicator a good category in listening comprehension are:

a) Find the main idea of the given information
b) Find the explicit meaning
c) Find the implicit meaning
d) Guess the meaning of words from context.

This variable would be measured by giving pretest and posttest. Pretest and posttest instruments consist of 15 questions in form of multiple choices. Question with the range score 0 – 100. When the students can answer the entire question correctly they would get 100 score, and when the students cannot answer the entire question correctly they would get 0 score. The alternatives provides include *a, b, c, d* and *e*. The time to the test is 45 minutes.

[16] Creswell, John W., `*Ibid.*, P. 115

D. Data Collection Method

The researcher would use some methods to obtain the accurate data in the Eleventh Grade of SMA TMI Roudlatul Qurán Metro. In collecting the data, the researcher would use the method such as:

1. Test

Test is a way that is used to measure a person ability or knowledge in a given domain.[17] In this research, the researcher would use the test to know the students' English ability especially listening comprehension. Class XI IPB would be given pretest and posttest test.

a. Pre-test

To know whether Audio-Lingual method influence in students' listening comprehension. In this case, pre-test would be given by the researcher before the treatment. From the result, the researcher would know the result of listening before giving the treatment. The test would be oral and written test by giving them recording of audio records tape with special direction of each part and answer sheets as the place for students to answer. The examinee is the students of class 11 IPB of SMA TMI Roudlatul Qurán Metro as the sample of this research. The test would consist of 15 questions, in the form of multiple choice. Question with the range score 0 – 100. When the students can answer the entire question correctly they would get 100

[17]Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy.* (San Fransisco: State University, 2001), Second Edition. P.384

score, and when the students cannot answer the entire question correctly they would get 0 score. The alternatives provides include *a, b, c, d* and *e*. The time to the test is 45 minutes.

b. Post-test

After the researcher knows the result of students in listening comprehension. And the researcher would treat the students in teaching process in listening by using Audio-Lingual Method, the researcher would give the students final test, and it is the post-test. Post-test is used to know how significant Audio-Lingual Method influences the students' listening comprehension. The test would be oral and written test by giving them recording of audio records tape with special direction of each part and answer sheets as the place for

- students to answer. The examinee is the students of class 11 IPB of SMA TMI Roudlatul Qurán Metro. The test would consist of 15 questions, in the form of multiple choice. Question with the range score 0 – 100. When the students can answer the entire question correctly they would get 100 score, and when the students cannot answer the entire question correctly they would get 0 score. The alternatives provides include *a, b, c,* and *d*. The time to the test is 45 minutes.

2. Documentation

In this research the instruments use for documentation method are books. The researcher would use the documentation method to collect the data about the students' listening comprehension result of the Eleventh grade of SMA TMI Roudlatul Qurán Metro. The researcher would get the data:

a) Documentation about the condition teachers, official employees and students of SMA TMI Roudlatul Qurán Metro in the Academic Period 2016/2017.

Then, the researcher would select this data to elect an appropriate database on focus and objective of the study. Furthermore, the documentation would elect in order to get the physical condition at SMA TMI Roudlatul Qurán Metro and the students' listening comprehension result.

3. Observation

Observation is "A systematic method of data collection that relies on a researcher's ability to gather data through his or her senses".[18]

Observation also defines as "technique collecting data it done with doing observation with detail note and systematic"[19]. In this research the researcher used the non participant observation because the researcher

[18] O'Leary, Zina. *The Essential Guide*, P.170

[19] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Reineka Cipta, 2006). P.156

only observes it and notes it. The researcher observes the location of the research, the condition of the students directly to get the data. The researcher uses the observation sheet to note information in that observation.

The object observation based on the observation guidance, as follows:

1) Observation the location sketch of SMA TMI Roudlatul Qurán Metro;
2) Observation of learning facility of SMA TMI Roudlatul Qurán Metro;
3) Observation about infrastructure of SMA TMI Roudlatul Qurán Metro.

E. Research instrument

David Colton defines an instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.[20] It means that, the instrument is the tool for assessment based on the theory which is used to measure the phenomena.

The research instrument in this research is held by the test, which would explain as follows:

[20]Colton, David & Robert W. Covert. *Designing and Constructing Intrument for Social Research and Evaluation.* (San Francisco: Jossey, Bass, 2007). P. 5

1. **Instrument Blueprint**

Instrument in this research is designed and adjusted with the indicators that would be decided. Moreover, the researcher would use pre-test and post-test instrument for this research. The pre-test and post-test instrument would be used in this research are in the form of multiple choice.

The researcher uses Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about students' listening comprehension, so the research instrument which is used in presenting the research is in the form of listening comprehension test. Here is the blue print:

a. The instrument would be used in observation method is observation guidance, as follow; 1) Observation the location sketch of SMA TMI Roudlatul Qurán Metro; 2) Observation the condition of learning facility of SMA TMI Roudlatul Qurán Metro ; 3) Observation about infrastructure of SMA TMI Roudlatul Qurán Metro.
b. The instrument which would be used in documentation method is documentation guidance, as follow; 1) Documentation about condition of the teachers and officials in the SMA TMI Roudlatul Qurán Metro ; 2) Documentation about the students of SMA TMI Roudlatul Qurán Metro; 3) Documentation about the organization structure of SMA TMI Roudlatul Qurán Metro.

c. The instrument which would be used in test in this research, it is included the pre – test and post – test about English learning result. The researcher would write the objective test that is multiple choice tests. It consists of 15 items, each item consists of four options : A, B, C, D, E.

2. Instrument Calibration

Instrument calibration is the scale of measurement that would use to decide the instrument standard. The researcher used the objective test multiple choice A, B, C, D and E, it consists of a 15 items. Question with the range score 0 – 100. When the students can answer the entire question correctly they would get 100 score, and when the students cannot answer the entire question correctly they would get 0 score. Then the highest score is 100 and the lowest one is 0.

In scoring system students' result of the test, the researcher uses Arikunto's formula as follows:

$$\text{Score} = \frac{\text{The correct answer}}{\text{Total of questions}} \times 100\%$$

a. Validity

Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose.[21] Constructing validity is a slightly more complex issue relating

[21]Creswell, John W. *Educational Research.* P. 159

to the internal structure of an instrument and the concept it is measuring.[22] It means that the logical validity would be used for the instruments evaluation that shows the instrument condition that would fulfill the valid requisite based on the logical result.

b. Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. In addition, scores need to be consistent. When an individual answers certain questions one way, the individual should consistently answer closely related questions in the same way.[23]

Therefore, the reliability would show that it is able to measure the instruments consistently and stable indication for the specified period.

F. Data analysis Technique

To investigate whether there is any positive and significant influence of Audio-Lingual Method toward the students' listening comprehension at the Eleventh Grade of SMA TMI Roudlatul Qurán Metro, The researcher would use Chi-Square technique.

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[22]Muijs, Daniel. *Doing Quantitative.* P.1
[23]Creswell, John W. *Educational Research.* P. 159

Chi-Square has many parametric models, possessing different characteristics, shapes, and properties, have been proposed in the literature[24]. These models are commonly used to develop parametric inferential methods. The inference developed and conclusions drawn based on these methods, however, would critically depend on the specific parametric model assumed for the analysis of the observed data. For this reason, several model validation techniques and goodness of fit tests have been developed over the years. The oldest and perhaps the most commonly used one among these is the chi-squared goodness of fit test proposed by Karl Pearson over a century ago.

Since then, many modifications, extensions, and generalizations of this methodology have been discussed in the statistical literature. test given by the formula of chi-square:

The formulation of Chi - Square:

$$\chi^2 = \sum\left[\frac{(Fo-Fe)^2}{Fe}\right]$$

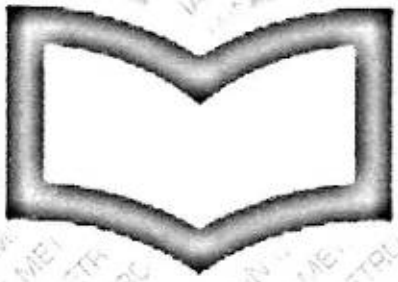
Note: $\chi 2$ = Value of chi square

$f0$ = Observed frequency

fe = Expected frequency[25]

[24] Vassilly Vainov, *chi-squared goodness of fit test with aplication*, (USA: AP Press,2013) P. 1

[25] Vassilly, Vainov, *Chi- Squared Goodness*, P. 145.



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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. A Brief History of SMA TMI Roudlatul Qurán Metro

SMA TMI (Tarbiyyatul Mu'alimin Al-Islamiyah) Roudlatul Qur'an Metro is located in Mukti Praja Street, Sub-district Mulyojati 16B, District West Metro, Metro city. Lampung Province. Which is officially founded by Founding father Drs. K.H Ali Qomarudin Al-Hafidz as the caregiver and the leader of Roudlatul Qur'an Metro boarding school. SMA TMI Roudlatul Qur'an Metro is founded at Juli 21st, 2005. The background of founding this boarding school was the willingness to enforce balancingly between religious sciences (the boarding school) with the general science (SMA TMI RQ). It was meant to be the response to the epoch demand which goes forward rapidly in the society complexly. The society hoped the alumni of TMI Roudlatul Qurán Metro boarding school could create the human being whom mastered and had the ability in the religion aspect and the life competence and competed in the global world and adapted with the progress of time. By noticing this condition, Drs. K.H Ali Qomarudin Al-Hafidz intended to found SMA TMI Rodlatul Qur'an Metro with the purpose that its' alumni could perpetuate themselves for religion, nation and their parents, more over the society in their environments.

SMA TMI Roudlatul Qur'an Metro integratesd the curriculum of boarding school with the curriculum of Department of Education, and until now it can be accepted by the around of society. It could be proved by noticing of the progress the amount of the students of SMA TMI Roudlatul Qurán Metro which was increased every year, as follows:

- At the year 2008, it graduated 11 students.
- At the year 2009, it graduated 16 Students
- At the year 2010, it graduated 20 Students
- At the year 2011, it graduated 43 Students
- At the year 2012, it graduated 56 Students

A year after the establishment of SMA TMI Roudlatul Qur'an in the year 2005, which was in the year 2006. SMA TMI Roudlatul Qur'an Metro opened the new department, which was language of science department. In the 2009, it added another department; which is natural sciences department (IPA). The learning process started since morning until afternoon.

In the 2007 with number: 11/KPTS/04D.3/2007 with the accreditation statue "B". In the November 28th, 2008. The Headmasters of SMA TMI Roudlatul Qurán Metro who had led in first period until now according to the period, as follows:

1. Mr. Saiful Hadi, S.SI., who led in the first period
2. Mr. Ngaliman, S.H.I., who led in the second period

3. Mr. H. Ahmad Muslimin, Lc., who led in the third period
4. Mr. Macmud Nurohim, S.Ag., who led in the fourth period
5. Mr. Achmad Muslih, S.Pd., who led in the fifth period
6. Mr. H. Sugeng Siswoyo, S.Pd.MM., who led in the sixth period
7. Mr. Ngaliman, S.H.I., who led in the seventh period.

b. The Profile of SMA TMI Roudlatul Qurán Metro

1) Name : SMA TMI Roudlatul Qurán Metro
2) Addres : Mulyojati, Mukti Praja Street.
3) Province : Lampung
4) Regency : Metro
5) Sub district : West Metro
6) Phone number : (0725) 42110

c. The Organization Structure of SMA TMI Roudlatul Qurán Metro in Academic Year 2016/2017

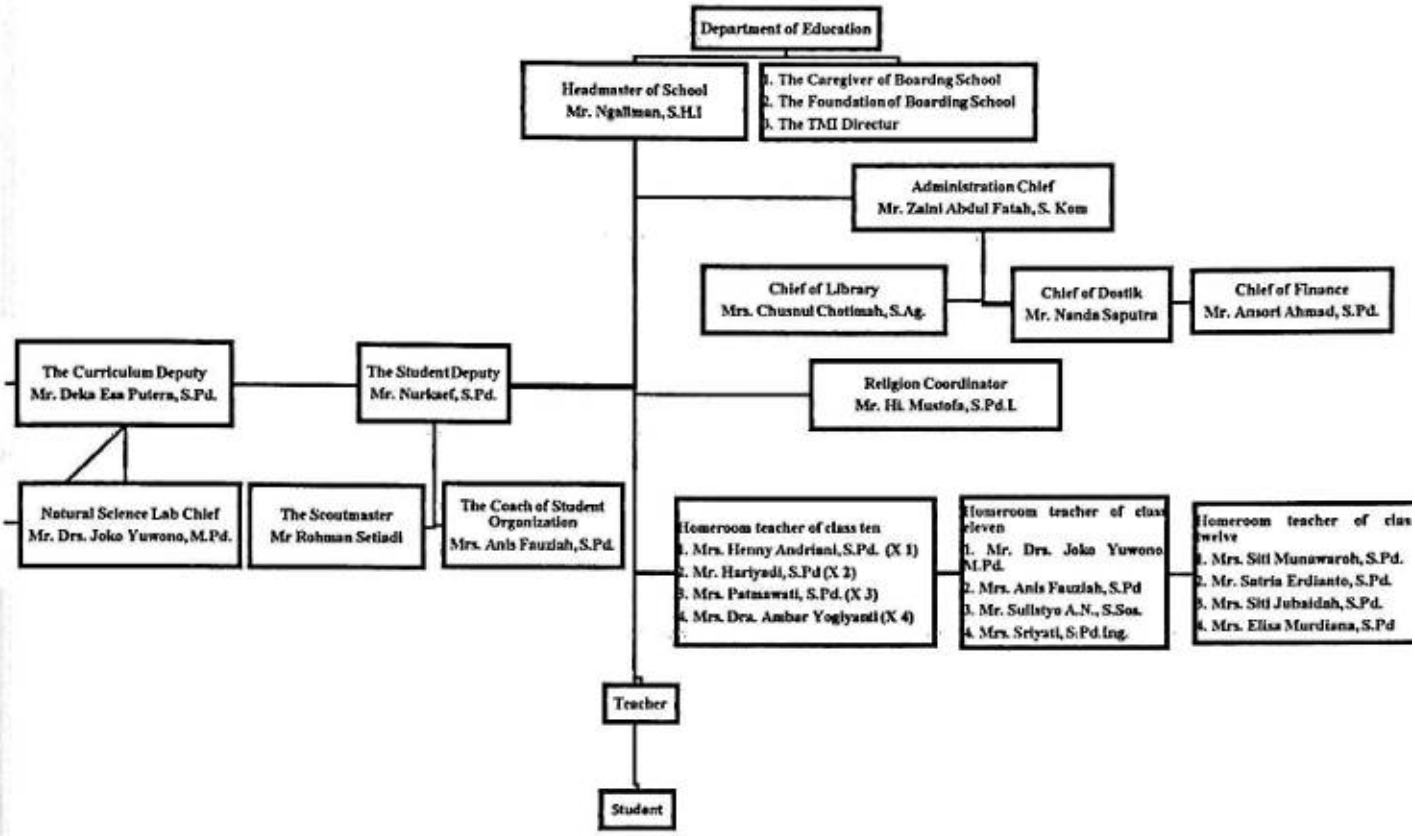


Figure 2. The Organization Structure of SMA TMI Roudlatul Qur'an Metro in the academic year 2016/2017

d. The Condition of Teachers and Official Employees

Table 4
The Condition of Teachers and Official Employees in SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017

No	Name	Education	Subject	Profession
1	Achmied Rojul Fath Nizar	S1	Mahfudzot	Teacher
2	Ade Nani Suryani	S1	Indonesia	Teacher
3	Ahmad Abdullah	S1	Culture art	Teacher
4	Ahmad Sumhadi	S1	Counseling	Teacher
5	Aji Mubarok	SMA	Hadits	Teacher
6	Ambar Yogiyanti	S1	Counseling	Teacher
7	Amrina Rosyada	S1	Mathematics	Teacher
8	Anis Fauziah	S1	Fisika	Teacher
9	Ansori	S1	Tauhid	Teacher
10	Chusnul Chotimah	S1	PKN	Library Chief
11	Deka Esa Putera	S1	Anthropology	Curriculum
12	Elisa Mardiana	S1	Geography	Teacher
13	Evita Sari	S1	Conversation	Teacher
14	Hananto Agus Salim	S1	Conversation	Teacher
15	Hariyadi	S1	Economy	Teacher
16	Henny Andriani	S1	Mathematics	Teacher
17	Isnaini Nur Azizah	S1	Mathematics	Teacher
18	Joko Yuwono	S1	Biology	Science Lab
19	Lilyi Firnis	S1	History	Teacher
20	Lina Hairinnisa	S1	Sport	Teacher
21	Maulisa Muhas	S1	English	Teacher
22	Meridawati	S1	Indonesa	Teacher
23	M. Arief Rahman Hakim	S1	Arabic	Teacher
24	Muhammad Fatkul Ansyori	S1	TIK	Teacher
25	Mustopa	S1	PAI	Teacher
26	Nanda Saputra	SMA		Administration
27	Ngaliman	S1	Arabic	Headmaster
28	Novika Saputri	S1	Physics	Teacher
29	Nur Amanah	S1	Imla'	Teacher
30	Nur Fadilah	S1	Al-Qur'an	Teacher
31	Nurkaif	S1	Indonesia	Student Deput.
32	Patmawati	S1	English	Teacher
33	Satria Erdianto	S1	Sports	Teacher

34	Siti Jubaidah	S1	PAI	Teacher
35	Siti Munawaroh	S1	Chemistry	Teacher
36	Siti Raihan	D3	Islamic His.	Teacher
37	Slamet Widodo	S1	Nahwu Shorf	Teacher
38	Sriyati	S1	English	Teacher
39	Sugeng Siswoyo	S1	Physics	Teacher
40	Sulistiyo Adi N.	S1	Sociology	Teacher
41	Suparno	S1	History	Teacher
42	Zainal Fahnani	S1	Indonesia	Teacher
43	Zaini Abdul Fatah	S1		Administration

Source: Observation Result in SMA TMI Roudlatul Qur'an Metro on January 14th, 2017.

e. The Students' Quantity of SMA TMI Roudlatul Qurán Metro

The students' quantity of SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017 is 303 students that can be identified as follows:

Table 5
The students' quantity of SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017

NO	CLASS	TOTAL
1.	Class X	126 students / 4 rumbles
2.	Class XI	103 students / 4 rumbles
3.	Class XII	104 students / 4 rumbles
TOTAL		**303 students / 12 rumbles**

Source: Documentation of SMA TMI Roudlatul Qurán Metro.

f. The Infrastructure of SMA TMI Roudlatul Qurán Metro

SMA TMI Roudlatul Qurán Metro has a permanent infrastructure which can be divided into several rooms for supporting the teaching learning process, such as:

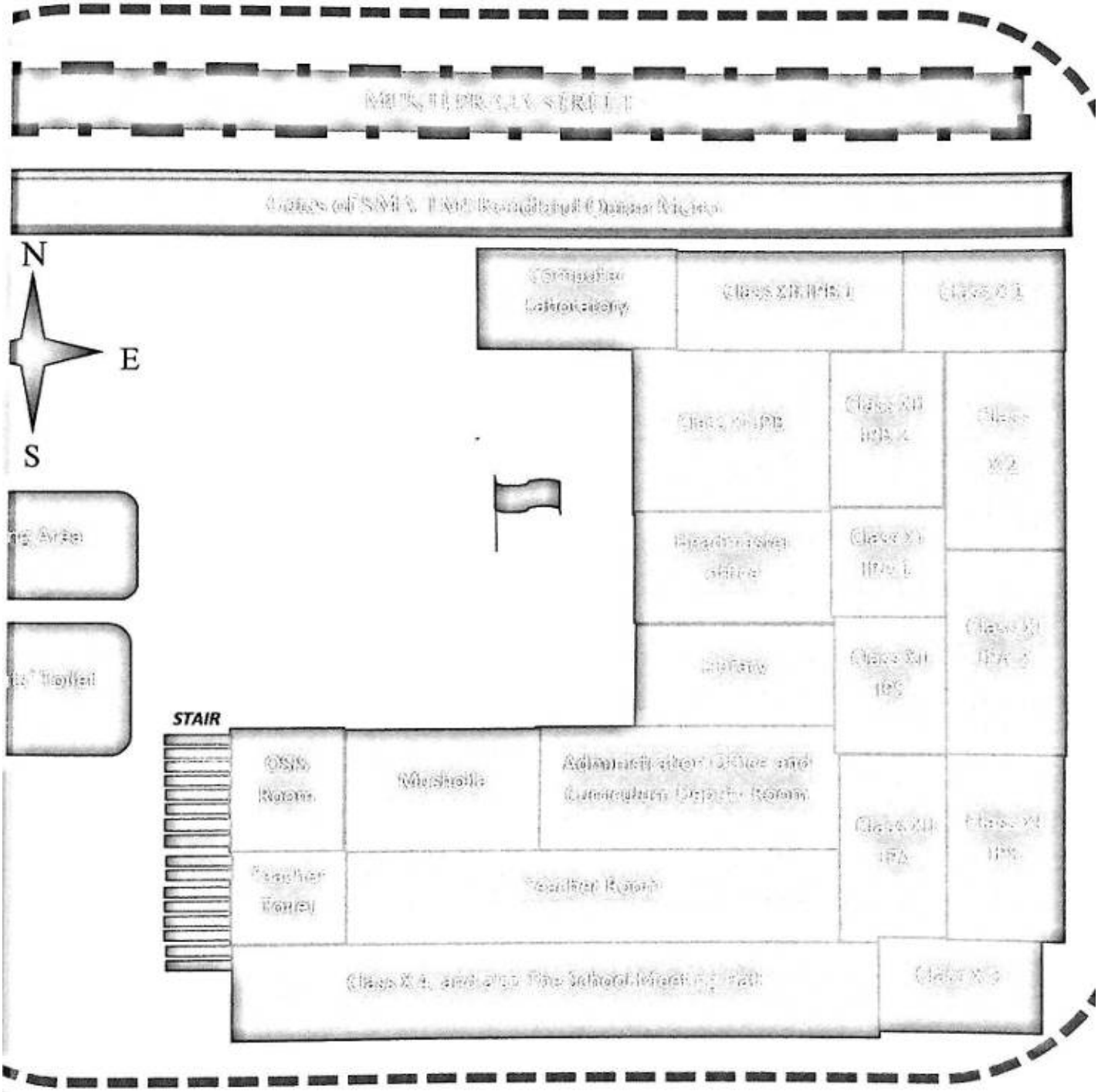
Table 6
The Infrastructure of SMA TMI Roudlatul Qurán Metro

No.	Building facility	Quantity	The Condition
1.	Classroom	12	Good
2.	Computer laboratory	1	Good
3.	Principals room	1	Good
4.	Vice principals room	1	Good
5.	Administration room	1	Good
6.	Teacher room	1	Good
7.	Meeting room	1	Good
8.	Kitchen	1	Good
9.	Teacher's toilets	2	Good
10.	Students' toilet	13	Good
11.	Library	1	Good
14.	Room of UKS	1	Good
15.	Room of OSIS	1	Good
16.	Mosque	1	Good
17.	Room of BP/BK	1	Good
18.	Parking area	1	Good
19.	Boreholes	1	Good
20.	Computer laboratory	1	Good
21.	Natural Science Lab.	1	Good

Source: school archive taken on January 15th, 2017.

g. The Sketch of SMA TMI Roudlatul Qur'an Metro in the Academic Year 2016/2017

Figure 3
The sketch of SMA TMI Roudlatul Qurán Metro



h. The condition of Learning Facility of SMA TMI Roudlatul Qurán Metro

The condition of learning facility of SMA TMI Roudlatul Qurán can be observed in the below table, as follows:

Table 7
The Condition of Learning Facility

No	Learning Facility	Quantity	Condition
1	Whiteboard	24	Good
2	Eraser	12	Good
3	Market	12	Good
4	LCD Projector	2	Good
5	Material books	300	Good
6	Speaker	12	Bad
7	Sports Stuff	14	Good
8	Science Stuff	13	Good
9	Religion Stuff	9	Good
10	Computers	15	Good

2. Research Data

a. The Pre-test Result

The researcher measures the students' listening comprehension by used pretest before giving treatment. The students are given the directions for each part of listening section, and answer it on their answer sheets in the form of multiple choice. The result of pre-test can be shown as follows:

Table 8
The Pretest Score of Students Listening comprehension at the Eleventh Grade of SMA TMI Roudlatul Qurán Metro

No	Initial Students	The Score of Pre-test
1.	AAST	60
2.	AJ	60
3.	AR	53
4.	AL	60
5.	AFZ	80
6.	AS	60
7.	AAYS	73
8.	DF	80
9.	ERS	73
10.	MF	60
11.	FH	73
12.	FA	67
13.	GIH	47
14.	KA	73
15.	LAAN	60
16.	LNH	73
17.	MAA	53
18.	MAF	60
19.	MS	73

20.	NBN	60
21.	NN	73
22.	NP	40
23.	RN	67
24.	RMI	40
25.	SA	73
26.	ULK	60
27.	YA	73
28.	TU	73
	Total	**1797**
	The Highest Score	**80**
	The Lowest Score	**40**
	Average	**64,18**

Source: Taken on January 14th, 2017

From the table above can be inferred that the highest score is 80 and the lowest score is 40. Based on the data, the researcher measures the class interval by using formula :

The Highest score is 80

The lowest score is 40

Range (R) $= X_{max} - X_{min}$

= The highest score- The lowest score

= 80-40

= 40

Number of Classes (b) = 1 + 3,3 Log n

= 1 + (3,3) log 28

= 1 + (3,3) 1,447

= 5,775(6)

The Class Interval (P) $= \frac{X_{max} - X_{min}}{b}$

$= \frac{40}{6}$

= 6,7 (7)

Note :

R = The distance from score maximum and score minimum

H = The highest score

L = The lowest score

K = The number of interval class

P = The length of interval class

n = Total of participant

After knowing the class interval, the data is put on the table of frequency distribution as follows:

Table 9
The Frequency Distribution of Students Pre-Test Score

Class Interval	Frequency	Percentage %
75-81	2	7,14
68-74	10	35,71
61-67	2	7,14
54-60	9	32,14
47-53	3	10,71
40-46	2	7,14
Total	28	100%

Based on the table of frequency distribution above, it can be inferred that from 28 students as the research samples there were 26 students who got the score below the Minimum Mastery Criteria (KKM), Which is 75. There were 2 students who got the score of 75-81 in the percentage of 7,14%. Furthermore, there were 10 students who got the score of 68-74 in the percentage of 35,71%. For the student who got the score of 61-67 or 7,14% were 2 students, and there were 9 students who got the score 54-60 in the percentage of 32,14%, and there were 3 students who got the score of 47-53 in the percentage of 10,71%. Moreover, there were 2 students get score 47-53 in the percentage of 7,14%.

It can be concluded, most of students got low score in listening comprehension. It means the score is unsatisfied.

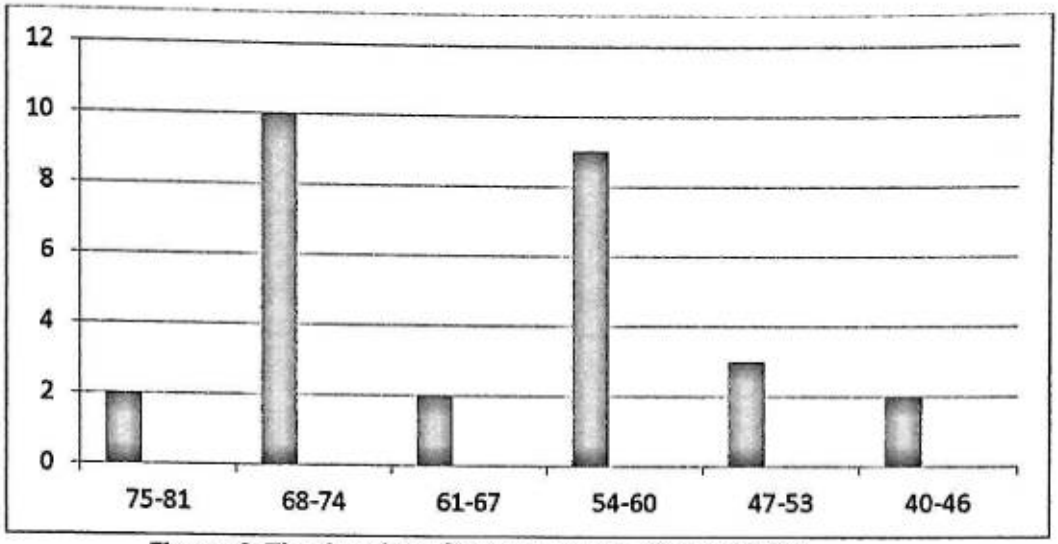


Figure 4. The Graphic of Pretest result of class XI IPB

So the result of pre-test was categorized into low category because there are some of students were still lack in listening comprehension, so it was low because they still low effort in listening.

b. The Post-test Result

After analyzing the weakness and understanding of students listening comprehension, the researcher conducted the treatment to help the students in understanding of listening comprehension by using Audio Lingual Method. In addition, The pos-test was conducted after giving the treatment to know the result of the students' listening comprehension. The post-test that is used in this research is test by multiple choice.

The result of post-test the students' listening comprehension can be identified as follows:

Table 10
The Posttest Score of Students Listening comprehension at the Eleventh Grade of SMA TMI Roudlatul Qurán Metro

No	Initial Students	The Score of Post-test
1.	AAST	87
2.	AJ	73
3.	AR	67
4.	AL	60
5.	AFZ	93
6.	AS	60
7.	AAYS	73
8.	DF	80
9.	ERS	87
10.	MF	60
11.	FH	87
12.	FA	73
13.	GIH	60
14.	KA	60
15.	LAAN	80
16.	LNH	80
17.	MAA	73

18.	MAF	80
19.	MS	80
20.	NBN	73
21.	NN	73
22.	NP	80
23.	RN	80
24.	RMI	73
25.	SA	80
26.	ULK	80
27.	YA	73
28.	TU	80
	Total	**2105**
	The Highest Score	**93**
	The Lowest Score	**60**
	Average	**75,18**

Source: Taken on January 21st, 2016

From the table above can be inferred that the highest score is 93 and the lowest score is 60. Based on the data the researcher measure the class interval by using formula :

The Highest score is 93

The lowest score is 60

Range (R) $= X_{max} - X_{min}$

= The highest score- The lowest score

= 93-60

= 33

Number of Classes (b) = 1 + 3,3 Log n

= 1 + (3,3) log 28

= 1 + (3,3) 1, 447

= 5,747

= 6

The Class Interval = $\frac{X_{max} - X_{min}}{b}$

= $\frac{33}{6}$

= 5,5

= 6

Note :

R = The distance from score maximum and score minimum

H = The highest score

L = The lowest score

K = The number of interval class

P = The length of interval class

n = Total of participant

After knowing the class interval the data was put on the table of frequency distribution as follows:

Table 11
The Frequency Distribution of Students Post-Test Score

Class Interval	Frequency	Percentage
90-95	1	3,57%
84-89	3	10,71%
78-83	10	35,71%
72-77	8	28,57%
66-71	1	3,57%
60-65	5	17,86%
Total	28	100%

Based on the table of frequency distribution above, it can be inferred that from 28 students as the research samples there were 14 students who got the score below the Minimum Mastery Criteria (KKM), which is 75. There were 1 students who got the score of 90-95 in the percentage of 3,57%. Furthermore, there were 3 students who got the score of 84-89 in the percentage of 10,71%. For the students who got the score of 78-83 in the percentage of 35,71% were 10 students, and there were 8 students who got the score in the percentage of 72-77 or 28,57%. The student who got the score of 66-71 in the percentage of 3,57% was 1 student. And who got the score in the range of 60-65 in the percentage of 17,86% were 5 students. It can be concluded that most of students got high score in listening comprehension. It means the score is satisfied.

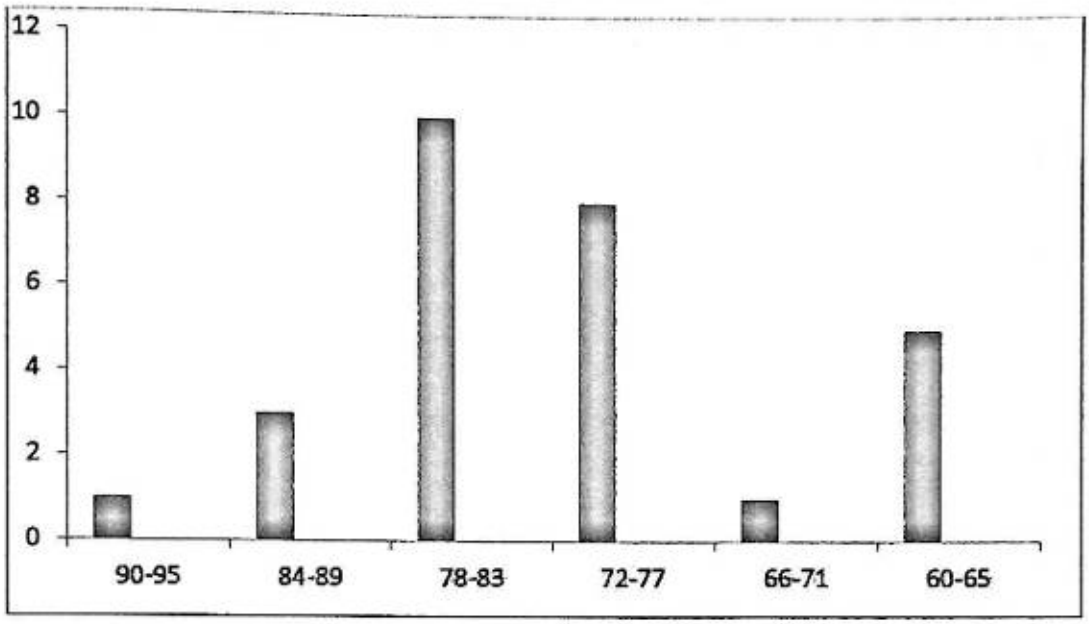


Figure 5. Graphic of Pretest result of class XI IPB

B. Hypothesis Testing

After applying the documentation, observation and test the technique, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant influence of using Audio Lingual Method towards the students' listening comprehension at the eleventh grade of SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017, as follows (Ha) is accepted, if there is a positive and significant influence of using Audio Lingual Method towards the students' listening comprehension. And (Ho) is rejected , if there is no a positive and significant influence of using Audio Lingual Method towards the students listening comprehension.

1. Putting the data into the formula Chi-Square (χ^2)

After administering the test by multiple choice form, the researcher analyzed the data using of Chi-Square (χ^2) with the two variables in order to prove whether there is a positive and significant of using Audio Lingual

Method towards the students' listening comprehension at the eleventh grade of SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017 as follows:

The formulation of Chi - Square:

$$\chi^2 = \sum\left[\frac{(Fo-Fe)^2}{Fe}\right]$$

Note: $\chi 2$ = Value of chi square

$f0$ = Observed frequency

fe = Expected frequency[1]

Table 12
The Contingency Table of the Expected Frequency at the Result of Students' Listening comprehension in Pre-test and Post-test

Variables	Category			Total
	High	Fair	Low	
Pre-test	1 2	2 10	3 16	r_n= 28
Post-test	4 14	5 8	6 6	r_n= 28
Total	C_n= 16	C_n= 18	C_n= 22	N= 56

[1] V. Voinov, *Chi- Squared Goodness of Fit Test With Aplication*, (United State of America: Elsevier, 2013), p. 145.

Hypothesis testing by using Chi-Square analyzed as follows:

Table 13
Testing of the Data

Cell	fo	$fe = \frac{\text{Cn x Rn}}{\text{N}}$	$(fo - fe)$	$(fo - fe)2$	$\frac{(fo - fe)2}{fe}$
1	2	$\frac{16x28}{56} = 8$	-6	36	4,5
2	10	$\frac{18x28}{56} = 9$	1	1	0,11
3	16	$\frac{22x28}{56} = 11$	5	25	2,27
4	14	$\frac{16x28}{56} = 8$	6	36	4,5
5	8	$\frac{18x28}{56} = 9$	-1	1	0,11
6	6	$\frac{22x28}{56} = 11$	-5	25	2,27
Total	N = 56	$fe = 56$	0	124	$\chi^2 = 13,76$

$$\chi^2 = \Sigma\left[\frac{(fo-fe)^2}{fe}\right]$$

$$\chi^2 = \left[\frac{36}{8}\right] + \left[\frac{1}{9}\right] + \left[\frac{25}{11}\right] + \left[\frac{36}{8}\right] + \left[\frac{1}{9}\right] + \left[\frac{25}{11}\right]$$

$$\chi^2 = 4,5 + 0,11 + 2,27 + 4,5 + 0,11 + 2,27$$

$$\mathbf{\chi^2 = 13,76}$$

Based on the result of data analysis above, the researcher can infer that the value of Chi-Square was 13,76. In addition, to know the critical value of Chi-Square the researcher firstly counted df, *df* is

degree of freedom. The formulation of df = (c-1)(r-1). With c column and r is row.

df = (c-1)(r-1)
= (3-1)(2-1)
= 2

The degree of freedom is 2. Meanwhile, the value of f_o in degrees of freedom are 5% = 5,991 and 1% = 9,210. So, from the data above the researcher can compare that f_o and f_e with the formulation 9,210< 13,76>5,991 in 5% and 1% there have significance influence. It can be inferred that alternative hypothesis (Ha) is accepted , and (Ho) is rejected. It means that using ALM method has a positive and significant on students' listening comprehension.

C. Interpretations

The researcher formulated f_o to f_e as follows:

1. If "$f_o > f_t$, Ha is accepted and Ho is rejected.
2. If "$f_o < f_t$, Ha is rejected and Ho is accepted.

Based on the data above, the value of chi-square was 13,76. Then, the data confirmed that "f_o = 13,76 is higher than "f_t =5,991 in 5% and 9,210 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that "there is a positive and significant influence of ALM towards the students' listening comprehension at the eleventh grade at SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017.

D. Discussion

In this research, there are two variables. They are Audio Lingual Method (X) and Listening comprehension (Y). The variable was tested by using calculation of chi-square to investigate whether there is influence of Audio Lingual Method towards students listening comprehension. It demonstrated that there was a positive influence of Audio Lingual Method towards students' listening comprehension.

Moreover, the positive influence was clarified by the assumption of the grade significant influence of Audio Lingual Method towards students' listening comprehension which was signing positive. Directing significant influence is also high. In contrast, if using Audio Lingual Method is low, the grade of listening comprehension is also low.

Moreover, based on the data above, the value of chi-square was 13,76 , then the data confirmed that" *fo* = 13,76 is higher than "*ft* = (5,991) in level 5% and (9,210) in 1%. It demonstrated that *fo* is higher than *ft* with *N*= 28.

Almost all of the students' conception about the effect in their listening comprehension were positive. The mean score of listening comprehension in post test is higher than the pre-test. Thus, the following confirms the result of the current study as well.

Based on the researcher wrote before that audio lingual method can give influence to the students' listening comprehension because audio lingual method is a good strategy for teaching listening because language learners are prepared with

the knowledge and skill required for effective communication in a foreign language[2] In the Audio-Lingual Method.

Audio Lingual Method makes the students to be more interesting in listening with listening record, voice, or music to learn together before listening. It truly makes the students easier for listening and they are able to find out the implicit and explicit meaning, and also the main idea and the meaning in the context.

The students can share their information and good ideas before they listen, because Audio Lingual method can provide daily conversation about what they want to listen by providing comprehensible input.[3] The dialogues and pattern practice are certainly understandable by most students. So the students who want to listen can listen what they want to listen. Audio Lingual Method makes the students' listening comprehension to be more interested and enjoyable.

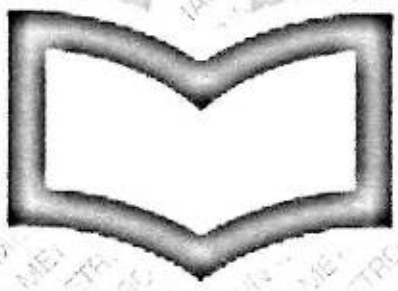
E. Limitation

This research was conducted at the eleventh grade of SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017. So, the result was limited only to this class and this research cannot be generalized. If this research was doing in different place, students, academic year possibility the result of the research will be different also.

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[2] Brown, H. Douglas, *Principles of Language*. P. 138

[3] Krashen, Stephen D, *Principles and Practice in Second Language Acquisition*, (United States of America: Pergamon Press Inc., 1982). First Edition. P. 130



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, which is the Degree of Freedom (DF) of this research is 2, and the value of chi-square was 13,76. Then, the data confirmed that "f_o = 13,76 is higher than "f_t =5,991 in 5% and 9,210 in 1%. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that "there is a positive and significant influence of ALM towards the students' listening comprehension at the eleventh grade at SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017. The researcher concludes of this research as the following points:

1. The Audio Lingual Method is one of method that can make students' learning activity more interactive. Because they use their prior knowledge to know the meaning and share their idea and feedback.
2. Audio-Lingual method is the effective and efficient method to apply in the class in order to measure the students' listening comprehension by using drilling technique.
3. The Audio Lingual method is the method which is already proved by this research, and another prior researcher from the experts, can give a positive

and significant influence towards students' listening comprehension for foreign language learners.

4. The Audio Lingual method is one of the appropriate proved method that we can use to assess students' listening comprehension for implementation in the class.

Therefore, it can be concluded there is a positive and significant influence of using Audio Lingual Method toward the students' listening comprehension at the eleventh grade at SMA TMI Roudlatul Qurán Metro in the academic year 2016/2017.

B. Suggestion

Through this research, The researcher would like to constructively give suggestion that is recommended:

1. For the Teacher in order to implementation this Audio-Lingual Method in the class, as follows:
    a. The Teacher can apply this method in English Subject in order to measure the students' listening skill aspect, especially students' listening comprehension
    b. The teachers are recommended to use Audio Lingual as a method in teaching listening to influence the students' Listening comprehension.
2. For the Students in order to learn and practice their listening comprehension more effectively and efficiently

a. By using Audio Lingual the students are hoped to be more concerned and able to comprehend what they listen well.

b. By using Audio Lingual Method, the students are hoped to be active, and able to find out the explicit and implicit meaning, and also the main idea from what they listen well.

3. For the headmaster, in order to contribute for applying Audio Lingual Method in his school, as follows

   a. The head master sholud facilitate the teacher so the teacher can apply this Audio-Lingual method in the class well by providing the good language laboratory and sound systems as well.

   b. The headmaster can recomend to the teacher in order to build and apply this method in the school that is Audio Lingual Method well for assessment of students' listening comprehension.

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