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THE COMPARATIVE STUDY BETWEEN THE STUDENTS ACHIEVEMENT IN LERNING ENGLISH SPEAKING WITH AUDIO LINGUAL METHOD AND DIRECT METHOD AT THE SECOND GRADE STUDENTS OF *MTs N CIREBON 1*

A THESIS

Submitted To The English Education Department of *Tarbiyah* Faculty *Syekh Nurjati* State of Istitut for Islamic Studies in fulfillment of The Requirements for Islamic Scholar Degree In English Education (S. Pd.I)

Created By:

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ENGLISH EDUCATION DEPARTMENT OF TARBIYAH FACULTY

OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES

CIREBON

2012

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ABSTRACT

Khusnul Wahidah (58430673) : "The Comparative Study Between The Students Achievement in Learning English Speaking With Audio Lingual Method and Direct Method at the Second Grade Students of *MTsN Cirebon 1*."

Based on the researcher's experience, when teaching English at MTsN Cirebon 1 as a pre-research activity, there are two problems. The first problem is speking skills. The students have not confidence to communication by English when study in class or out class, when the students want to speak, they will need to select or choose appropriate words to become a good composition, and they need their competence of speaking words to be spoken.The second problems is the students still have a little number of words in their memory, and still have many mistakes on their words. They are still weak in pronouncing words that are sourced from spoken language media around them, such as lesson books, magazines,songs,etc. They need to read more text to increase their creativity in speaking.

To speaking a foreign language is the most difficult one for the non native student. It is caused by some aspects of speaking related to the feeling and ideas that must be relevant to produce a sound by meen of the organs speech. It is one of the language skills that has relationship each other. Speaking is more important than the other aspect of language skills. Method of teaching by using Audio Lingual Method and Direct Method is a reasonable activity to try and remember a dialogue text and to tell it to someone else and also to increase students' vocabulary.

In this thesis, the researcher uses the quantitative method. The reseacher use the formula of statistic, especially the formula of product moment comparative by Pearson. The technique of collecting data which are used by the researcher are observation, interview, Questionnaire, and test.

According to the calculation using t-test above, it can be known that result of the value of " t-observed" (to) is 13.7 and the degree of fredom (df) is 80 with significant 5%, it shows that the critical value of "t-table" is 2.00 because the value of "t-observed" 13.7 is higher than critical value of "t-table" with significant 5% (2.00), its mean that the conclusion of this thesis is there is positive and significant comparative study between students achievement in learning English Speaking with Audio Lingual Method is better than the students study by using Direct Method.

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PREFACE

In the name of Allah the most Gracious and Merciful. All praises and thanks to Allah who has given me to thought writing by pen. With his mercy and permission, the writer has been able to finish this thesis. May invocation and safety always be given to the prophet Muhammad SAW, his family and his followers up to the end of the world.

The thesis entitled, **"THE COMPARATIVE STUDY BETWEEN STUDENTS ACHIEVEMENT IN LEARNING ENGLISH SPEAKING WITH AUDIO LINGUAL METHOD AND DIRECT METHOD AT MTsN CIREBON 1"** is presented to fulfill as one of requirements to achieve the graduated degree of Tarbiyah Faculty in English Education Department of Syekh Nurjati The State Institute for Islamic Studies.

In arranging this thesis, there are so a lot of people participated, helped and advised directly or indirectly. So in this opportunity, the writer would like to conferee his sincerely thankfulness to:

1. Prof.Dr.H.Maksum Mukhtar, MA the Rector of Syekh Nurjati State Institute for Islamic Studies.
2. Dr.Saefudin Zuhri,M.Ag, the Dean of Tarbiyah Faculty.
3. Dr.Hj.Huriyah Saleh M.Pd, the Chairwoman of English Education Department and also as the first supervisor.

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4. Mr. Lala Bumela, M.Pd as the second supervisor
5. My Examiners Mr.Sumadi. SS, M. Hum and Mr. Wahid M.Pd.
6. The Big Family of *MTsN Cirebon 1*
7. My Beloved Parents who always give me spirit
8. My beloved friends who guide me
9. And for those have helped in finishing this thesis.

The writer realizes that this thesis is still far from being perfect and there are many mistakes either in the arrangement or in the content. All of mistakes and errors found in it would become my responsibility.

Finally, the writer hopes this thesis will be some valuables to the readers, especially for the writer self and for the English Education Department of Syekh Nurjati the State Institute for Islamic Studies Cirebon.

Cirebon, November 2012

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of The problem

Speaking is very important to us to communication in our activity in the world. According to Jack C Richards and willy A Renandya (2000: 201) "Speaking is a large percentage of the world language learners study English in order to develop proficiency in speaking. The ability to speak a second of foreign language is very complex task if we try to understand the nature of what appears involves different skills". When we use conversation for example our purpose may be to make social contact with people to establish rapport or to engage in the harmless that much of the time we spend with friends. By speaking people can easy to make communication with other people in their life and easy to make understand about anything what will to do. According to Jones (1986 : 4) "communication in oral language (through Listening and speaking) is a major activity in our communication. In order to make people understand our speech, we need to speak in a good way. The writer explores the importance of good speech from a phonological insight. This is because pronunciation is a key to deliver and receive a message in a spoken language."

In interacting, people not only use one language but also more than one language. If someone communicates with the other people who still live

in some region, they usually use their territory language. For example: Javanese who want to communicate with the other Javanese, so they will use Java Language. But if someone wants to communicate with other people who come different region, they usually use national language for communicating because if they use their territory language each other, it can result misunderstanding. According to Mories (1966 :452) said that speaking is process of transferring knowledge of converse and how to express one ideasthought, desires and willingness into good pattern and ordinary speech used to talk or recognize another. Event so if we want to communicate with the other people who come from different nation, of course we will not use our national language because they probably do not understand about our language. Although there are many languages in this world, one language is used for communicating inter nation, which is called international language. English is the international language.

Because English is communication language in international world, almost no nation does not learn English. One of the nation which learn about English in Indonesia. Moreover, English is a compulsory subject in national examination (UN). Because of that, teacher should use the affective method for teaching English in order be able to the students easily in understanding materials.

The students ability in speaking English can be known that speaking English at the second year is included and marked relationship. English is in

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important language because it is used all over the world. By learning English, people are able to communicate with the other in the others in the world. Although English is not the language with the largest number of native speaker, it has becomes a lingua franca.

Especially for speaking is when students main purpose of the study to be able to communicate orally using English. According to Richards (2003 : 131) " that speaking is the first goal of someone learning English as second or foreign language. As a product skills, it is a major activity in oral language."

According to Ali Muttaqin Syuryanto in the tittle of book " Improving students ability in speaking through speaking competition : 67" and the writers hope it can give the contribution to the students in English Learning Speaking.

B. The Identification of the Problem

In order to identify of the problem in this proposal, the writer divided it into the following classification :

1. The Research Field

   In this research, the researcher took the research field of speaking. In this case, the writer research about the students achievement in English Learning speaking with Audio Lingual Method and Direct Method.

2. Kinds of the Problem

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The Research Approach of this proposal is Quantitative, it means that the data presented by numbers. In other words, the number are calculated and interpreted by means of using statistical data.

3. The Main Problem of The Research

The main Problem of this proposal is the lack of the students understanding about the meaning of English speaking. And to describe the students achievement in English Learning Speaking with Audio Lingual Method and Direct Method.

C. The Limitation of the problem

To limit the proposal, it is very necessary to point out some problems limitation such as :

1. The students achievement in English Learning with using Audio Lingual Method.
2. The students achievement in English Learning with using Direct Method.
3. The comparative of the students achievement in English Learning Speaking with Audio Lingual Method and Direct Method. And the result of research will be analyzing the data.

D. The Questions of The Research

The writer has some Question as follows :

Are to be Answered trough the following question :

1. How is the students achievement in Learning Speaking with using The Audio Lingual Method ?

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2. How is the students achievement in Learning Speaking with using the Direct Method?
3. Is there any positive and significant comparative between the students achievement in English Learning Speaking with Audio Lingual Method and Direct method ?

E. The Aims of The Research

The Aims of the Research that will be obtained are as follows :

1. To should the data of the students achievement in English Learning Speaking with using Audio Lingual Method.
2. To should the data of the students achievement in English Learning Speaking with using Direct Method.
3. To know the comparison students achievement in English Learning Speaking with Audio Lingual Method between Direct Method.

F. The Use of The Research

The writer hopes that this research is able to affect the development of the students achievement in English Learning Speaking all of the subjects, especially in English Speaking and its comparative on the students achievement. Increase the developing of language Learning, Especially in increase and improving English Learning Speaking. Find the method to teach speaking and help the students to improving their speaking. The students can easy to make a conversation in their activity in class or out class. The students

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can know how many kinds of method in their study in English Learning Speaking.

With Audio Lingual Method and Direct Method can make the students easy to remember how their activity and their speaking. And the teacher can know the students achievement by using Audio Lingual Method and Direct Method. The teacher can give the questions about recount text in the target language, to which the students reply in a complete sentence.

The students should learn to think in the target language as soon as possible. Students speak in the target language a great deal and communicate as if they were in real situation.

The writer know one method composed to another so the writer want to combine the principles to teach in class, like using dialogue conversation and direction to improve their speaking.

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