

**THE IMPLEMENTATION OF AUDIO-LINGUAL METHOD IN
TEACHING PRONUNCIATION: A CASE STUDY AT MAN 2 KOTA**

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TEACHING PRONUNCIATION: A CASE STUDY AT MAN 2 KOTA
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BY

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SIN. 11910423288

Thesis

Submitted as partial fulfillment of Requirements
For the Bachelor's Degree of English Education
(S.Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this thesis entitled **“The Implementation of Audio-Lingual Method in Teaching Pronunciation: A Case Study at Man 2 Kota Pekanbaru”** is certainly my own work and it does not consist of other people work. Other opinion finding include in this thesis are quoted in accordance with ethical standards.

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ABSTRACT**Nur Farhana, (2024)****: The Implementation of Audio-Lingual Method in Teaching Pronunciation: A Case Study at Man 2 Kota Pekanbaru**

This research discussed about teaching and learning English by using Audio-Lingual Method. Therefore, this research aimed to know the implementation of applying audio-lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru. This research used a qualitative case study as the research design. The data collected from two English teachers at MAN 2 Kota Pekanbaru who used Audio-Lingual method. The data of this study took from the interview and the results show that both of teachers have positive responses toward the implementation of Audio Lingual Method. The researcher concluded that the Audio-Lingual Method is well implemented and does have positive impact towards students' pronunciation.

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ABSTRAK

Nur Farhana, (2024)

: Implementasi Metode Audio-Lingual Dalam Mengajar Pengucapan

Penelitian ini mendiskusikan tentang pembelajaran dan pengajaran Bahasa Inggris dengan menggunakan metode Audio-Lingual. Oleh karena itu, penelitian ini bertujuan untuk mengetahui implementasi dari metode Audio-Lingual dalam mengajar pengucapan di MAN 2 Kota Pekanbaru. Penelitian ini menggunakan studi kasus kualitatif sebagai desain penelitian. Data penelitian ini dikumpulkan dari dua guru Bahasa Inggris di MAN 2 Kota Pekanbaru yang menggunakan metode Audio-Lingual. Dari wawancara, hasil dari penelitian menunjukkan bahwa kedua guru memiliki respon positif terhadap implementasi metode Audio-Lingual. Peneliti menyimpulkan bahwa metode Audio-Lingual terimplementasi dengan baik dan memiliki dampak positif terhadap pengucapan Bahasa Inggris siswa.

ملخص

نور فرحانا، (٢٠٢٤): تطبيق طريقة السمعية الشفوية في تعليم النطق

هذا البحث يناقش تعليم وتدرّيس اللغة الإنجليزية باستخدام طريقة السمعية الشفوية. لذلك، يهدف هذا البحث إلى معرفة تطبيق طريقة السمعية الشفوية في تعليم النطق في المدرسة الثانوية الإسلامية الحكومية ٢ بمدينة بكنبارو. يستخدم البحث دراسة حالة كيفية تصميم للبحث. تم جمع بيانات هذا البحث من المعلمين للغة الإنجليزية في المدرسة الثانوية الإسلامية الحكومية ٢ بمدينة بكنبارو اللذين يستخدمان طريقة السمعية الشفوية. من خلال المقابلات، أظهرت نتائج البحث أن كلا المعلمين كان لديهما استجابة إيجابية تجاه تطبيق طريقة السمعية الشفوية. يمكن استنتاج أن طريقة السمعية الشفوية تم تطبيقها بشكل جيد وكان لها تأثير إيجابي على نطق التلاميذ للغة الإنجليزية.

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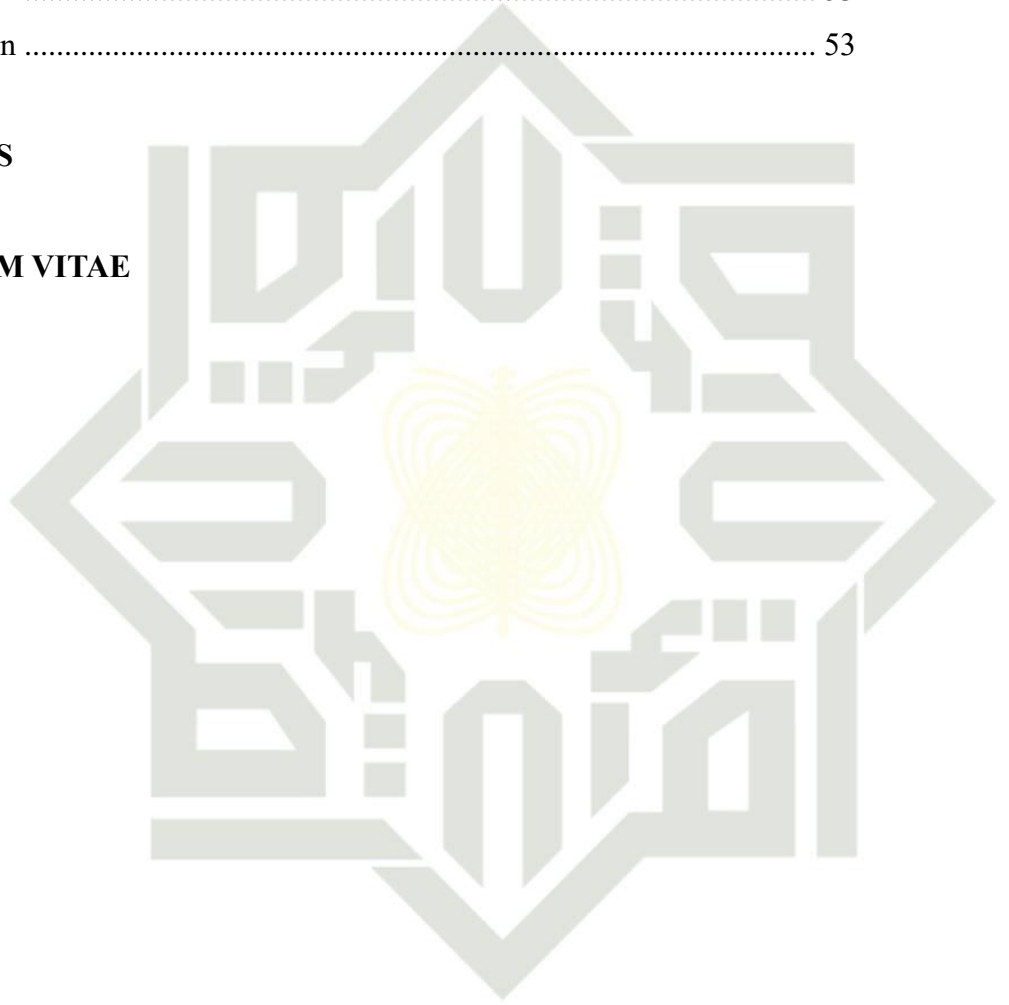
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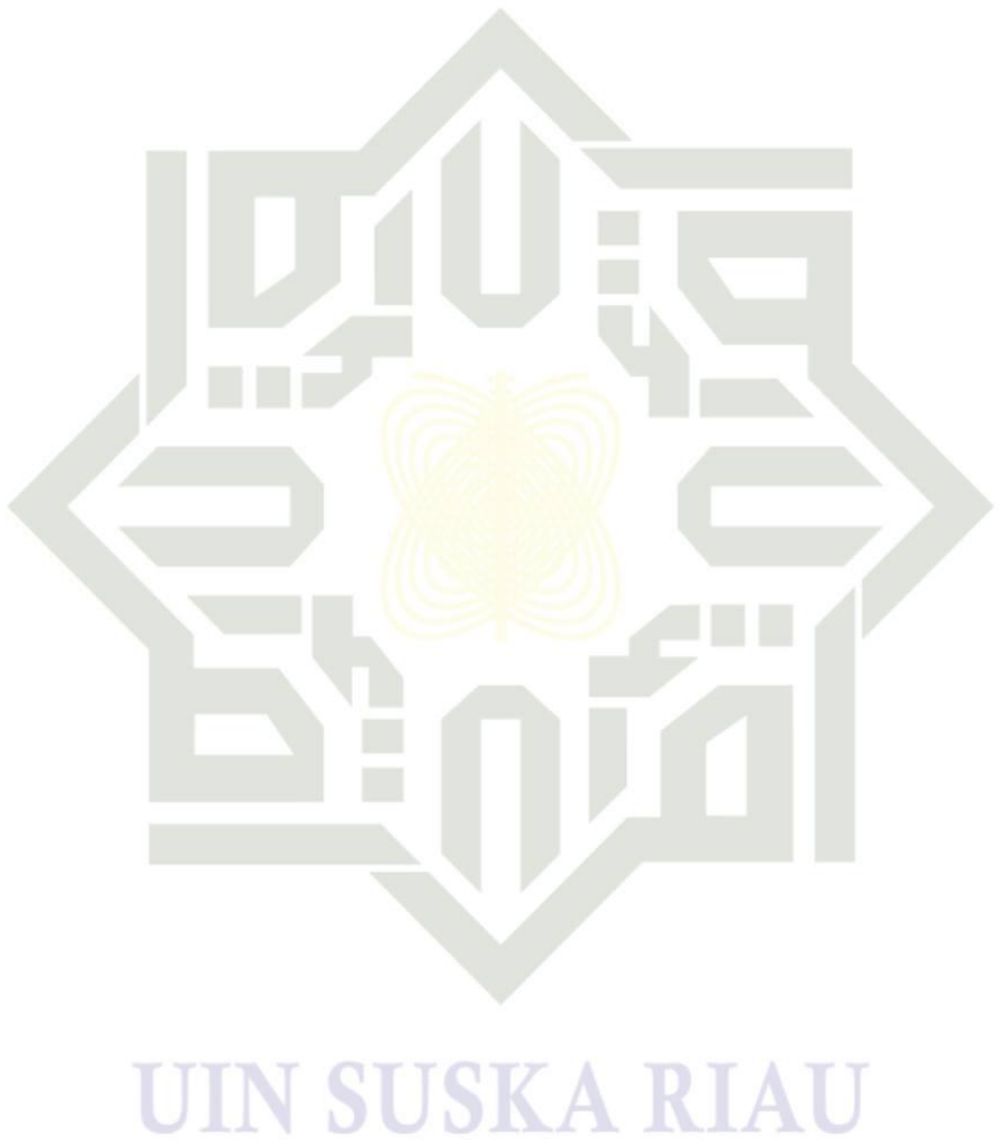
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CHAPTER I INTRODUCTION

A. Background of the Problem

Mastering a language is not only about learning the grammatical structure, but also able to use the language in well pronunciation so the listener can understand the speaker's mean precisely. Levis (2010) said that the importance of pronunciation in speech intelligibility cannot be overlooked because some elements significantly affecting it. Yet, pronunciation is not easy to master since English is a foreign language in Indonesia. There are some differences in pronouncing alphabet both in English and in Bahasa Indonesia. This difference causes the difficulties in learning pronunciation. Ahmed (2017) mentions there is a range of factors contribute to the difficulties EFL students face in learning pronunciation. These include teaching methods, students' mother tongue influence, and demotivation. Other than making foreign sounds with our speech organs there are also some difficulties in learning pronunciation for learners. That is related to hearing, people have different hearing sensitivity and it may cause errors.

In teaching English language, there are several of methods that can be applied. A range of methods and approaches have been used in language learning, reflecting the evolving goals of language acquisition (Hilgendorf, 2012). These methods include the Grammar Translation, Direct, Communicative Language Teaching, and Audio-lingual method. Each method



has its own strength and weakness but teachers can choose different method designed specifically to achieve different skill.

To teach pronunciation effectively, the appropriate method must be used to help students in learning the proper intonation and sounds. The audio-lingual method helps students become fluent in their pronunciation by utilizing a listening and repetition-based strategy. According to C. Mart (2013), audio-lingual method asserts the right pronunciation by repetition of the words and helps the students to master the target language correctly by using dialogues and pattern drills that student needs to repeat to form habits in learners that will allow them to develop quickly and train their automatic responses.

Using audio-lingual method in teaching speaking skill is become common. It is because audio-lingual method minimizes the mistakes and help the students receive the spoken words clearly. It also helps the teacher to see where the students pronounce wrong and fix it. Nunan (2000) has opinion that the audio-lingual method has probably had a greater impact on second and foreign language teaching than any other method. It was, in fact, the first approach which could be said to have developed a 'technology' of teaching and based on 'scientific' principles.

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The Audio-Lingual method is a way of teaching languages that emphasizes improving listening and speaking abilities. This method is crucial for enhancing one's ability to pronounce words correctly, particularly while speaking foreign languages. And therefore the researcher decided to do this research in MAN 2 Kota Pekanbaru since this school is known as one of the schools that have extraordinary students related to their English language. As in the learning outcomes expected from the students that is able to determines the social function, text structure, and linguistic elements of oral and written transactional interaction texts related to opinions and thoughts correctly and represent the dialogue that has been created correctly. In order to achieve this learning outcomes the teachers chose to use audio-lingual method in learning process.

Based on the preliminary study the researcher conducted on March 2024, the researcher found that indeed the English teachers used the Audio-lingual Method. The teachers used Audio-lingual Method when there is a reading section in the learning material. The teachers implement the Audio-lingual method by instruct the students to follow what the teachers said. Then the teachers will read the material out loud with the right pronunciation whether divide it per sentence or in few words. But even so, some students find it is hard to pronounce the right pronunciation after two times repetition. The error in pronunciation occurs with so many reason including hearing and making foreign sounds.



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There are several studies that invest the use of audio-lingual method in teaching pronunciation such as Windi Ismawati (2019) decided to this study quantitatively and focused on the effect of applying applying Audio-lingual method to develop students' pronunciation. There is also Sa'diah (2015) that used classroom action research and collects the data through test and field notes. There are Eda Maaliah et al. (2016) that used both quantitative and qualitative data to figure out the using Audio-lingual method to improve the students' speaking skill. There is also Cagri Tugrul Mart (2013) that focused on how the use of Audio-lingual method facilitates learning a foreign language.

All those researchers also wanted to know the implementation of audio-lingual method in teaching pronunciation. But the research was addressed differently based on the schools level and the research design. In this research, the researcher wants to see the special case that occurs in MAN 2 Kota Pekanbaru since their students are known for their good English language. So the researcher will conduct a study with the title "THE IMPLEMENTATION OF AUDIO-LINGUAL METHOD IN TEACHING PRONUNCIATION: A CASE STUDY AT MAN 2 KOTA PEKANBARU"

B. Problem

1. Identification of the Problem

Robert (1973) mentions that pronunciation is in fact, the first aspect of any living language with which we have to deal, since the rest of our learning depends on our being able to understand what we hear and to



make ourselves understood in the target language. Such a big impact a pronunciation bring that our understanding ability of a language rely on it. This is become a dilemma, because pronunciation also the most difficult language aspect to acquire in learning foreign language.

Here are the problems that students faced during learning pronunciation using audio-lingual method. Zaki finds it is hard to get the right pronunciation after one time repetition since sometimes the class is loud. Dafa finds the sitting position affects the hearing so he needs more than one repetition to get the right pronunciation. Chay finds that some pronunciation of new words is hard to follow even after more than two times repetition.

2. Limitation of the Problem

After identifying the problems stated above which have indicated the phenomenon, thus the researcher limits the scope to know the implementation of audio-lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru.

3. Formulation of the Problem

Based on the problems above, the researcher formulates the problems in the research as follows: “How is the implementation of audio-lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru?”

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C. Objective and Significance of the Research

1. Objective of the Research

The objective of this research is to know the implementation of applying audio-lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru.

2. Significance of the Research

a. To the Teachers

These research findings are hoped to be useful and valuable for the teachers in high school level to be considered for their method in teaching pronunciation in the future.

b. To the Students

These research findings are hoped to be useful and valuable for the students in high school level to be considered for their future pronunciation in learning process.

c. Other Researchers

The results of this research are hopefully can give additional information for other researchers who want to conduct further research on the related field.

D. Definition of the Terms

Related to the title of this research, there are many terms involved.

Thus, each term is necessary to be defined in purpose to avoid misunderstanding and misperception toward the terms. The definitions are as follows:



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1. Implementation

According to Fullan (2001), implementation is the process of putting new practices into action. Implementation is not only a simple act of carrying out a plan, but also a complex and evolving process that involves multiple factors, including teacher readiness, resource availability, and ongoing adaptation. The success of implementation depends on how well these elements are managed and integrated into the classroom practice.

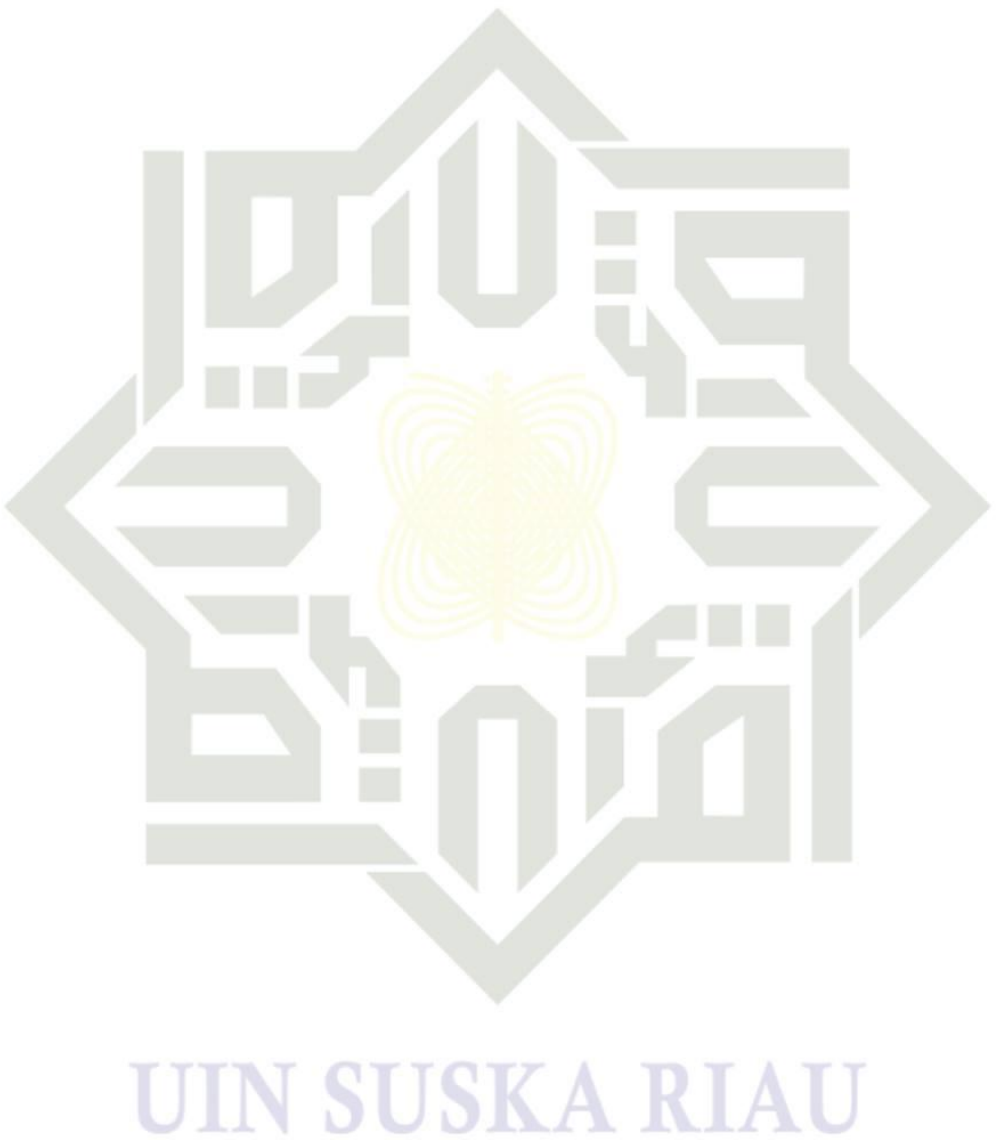
2. Audio-lingual Method

According to Mei (2018) audio-lingual method is an oral based approach to drills students in the use of grammatical and sentence patterns. The audio-lingual method is a way of teaching foreign languages that emphasizes teaching speaking and listening before reading and writing. The student's responses in the foreign language are assessed, practiced, and provoked until they become automatic. In the 1940s, the Audio-Lingual Method (ALM) was first implemented in the United States of America (USA).

3. Pronunciation

Cook (1996) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation,

they make new habits and overcome the difficulties resulting from the first language.



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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Implementation

According to Fullan (2001), implementation is the process of putting new practices into action. Fullan defines implementation as the process of putting new practices into action. He emphasizes that it involves not just the technical execution of a method but also human factors, such as teacher beliefs and attitudes. He argues that successful implementation is ongoing, requiring adaptation and feedback. While Hord (2004) in *The Process of Implementation*, views the implementation as a continuous and dynamic process that builds teacher capacity and integrates new practices into existing systems. She highlights the importance of leadership, professional development, and a supportive environment.

In the *Diffusion of Innovations*, Rogers (2003) focuses on implementation as a critical phase in the adoption of an innovation. He stresses that successful implementation is influenced by factors such as the perceived relative advantage of the method, compatibility with existing practices, and the complexity of the innovation. And Elmore (2004) defines implementation as the link between policy decisions and educational outcomes. He highlights that the success of an innovation



relies on aligning instructional practices with its intended goals and providing continuous support and feedback.

Based on these definitions those experts emphasize that implementation is not just about applying a method but involves adapting it to the local context, providing ongoing support, and ensuring that teachers are actively involved in the process.

2. Audio-lingual Method

a. Definition of Audio-lingual Method

According to Mei (2018) audio-lingual method is an oral based approach to drills students in the use of grammatical, sentence patterns.

The audio-lingual method is a way of teaching foreign languages that emphasizes teaching speaking and listening before reading and writing.

Audio-Lingual method is a method whose implementation focuses on training activities, drill, memorizing vocabulary, dialogue, reading text (Tehrani et al., 2013). The focus is on learning the structures and patterns seen in typical ordinary conversation, not on comprehending words. The student's responses in the foreign language are assessed, practiced, and provoked until they become automatic.

The audio-lingual method, rooted in behaviorism, has been the subject of much debate. Castagnaro (2006) challenges the dismissal of behavior analysis in language learning, arguing that it can make significant contributions. Fajardo (2011) acknowledges the method's basis in behaviorism but suggests that it can be adapted to incorporate

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meaningful activities, aligning with the principles of cognitivism. Mart (2013) highlights the method's focus on developing communicative competence through dialogues and pattern drills. Chastain (1969) suggests that the method's effectiveness may be influenced by student ability factors. These studies collectively underscore the potential of the audiolingual method, while also acknowledging the need for adaptation and consideration of individual differences.

Haycraft (2002) mention that linguistics and psychology provide the foundation for audio-lingual theory. It combines structural linguistics theory, contrastive analysis, auditory oral procedures, and behaviorist psychology. Furthermore, in this article, the listening section will employ this method as a learning tool. The audio-lingual method has been found to be effective in teaching pronunciation, particularly in remedial instruction for non-native English teachers and trainees (Demirezen, 2010). However, the role of pronunciation has evolved over time, with a shift towards emphasizing intelligibility and functional communicability (Afshari, 2016). Audio-Lingual Method has also been shown to be effective in improving speaking skills, particularly in elementary school students (Maaliah, 2017). Furthermore, it has been found to be beneficial in increasing English vocabulary (Nathan, 2023). These studies collectively suggest that this method can be a valuable tool in teaching pronunciation, particularly when combined with a focus on intelligibility and communicability.

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The audio-lingual method involved repeating what they heard from a tape or model. This drilling is similar to imitation, where students listen to a tape or model and then imitate what they hear. According to Byrne (1983), Boughton et al. believe that imitation is essential in foreign language teaching, particularly when it comes to pronunciation. Harmer (2001) suggests that successful pronunciation teaching involves listening to and observing how English is spoken, whether through audio or video tapes or by teachers. To teach students how to produce correct sounds, teachers should provide more examples and demonstrations rather than simply asking them to produce more sounds. The teacher can serve as a model to demonstrate sound production, which students can then emulate.

Larsen-Freeman (2000) explains that the audio-lingual method focuses on oral skills. This aims to improve the quality of conversation among learners. Students are introduced to language items in spoken form without reference to their mother tongue, allowing for effective language skill development. The audio-lingual method teaches vocabulary and grammar through dialogues, enabling students to respond quickly and accurately in spoken language. Drills, including repetition, backward build-up, chain, substitution, transformation, and question-and-answer, are used to teach dialog patterns. Drilling was a key feature of the Audiolingual method of language teaching, emphasizing repeating structural patterns through oral practice. This

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method emphasized the importance of pronunciation (a psychomotor skill). According to Brown (2000), mimicry drills were effective in teaching students to pronounce words correctly.

Based on those definitions audio-lingual method is one of a method used to achieve correct pronunciation effectively. It involves the use of grammatical and sentence patterns.

b. Importance of Audio-lingual Method

The audio-lingual method can be a valuable approach in teaching pronunciation, as it emphasizes repetition, pattern practice, aural training, and error correction. Because it places a strong emphasis on repetition, pattern practice, aural training, and error correction, the audio-lingual method can be a useful teaching tool for pronunciation. But it's crucial to take into account the drawbacks and restrictions of this approach, like its lack of sincerity and possible disregard for listening comprehension. To optimize the audio-lingual method's efficacy in teaching pronunciation, educators should modify it to fit the unique requirements, objectives, and learning preferences of their students.

When used properly, the audio-lingual method can greatly enhance students' pronouncing skills (Hikmatul, 2009; Hidayati, 2016). Te-jung (2009) warns that it is crucial for teachers to set time limits for phrase pattern drills and include warm-ups that involve early communicative tasks. So, using audio-lingual method in teaching

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pronunciation becomes important to achieve the goals that have been set by the teachers.

The audio-lingual method, similar to other perspectives, has made significant contributions to the field of education. Despite the numerous criticisms raised against this approach, it possesses certain merits that warrant careful examination and consideration for the purposes of this study. The audio-lingual method is grounded in the authentic psychological framework of behaviorism. A method can be considered effective if it aligns with a rigorous and dependable psychological framework that is rooted in pedagogical principles. The audio-lingual method possesses these characteristics, which have rendered it a suitable and accurate tool for teaching through proven processes.

Foreign language instruction does not utilize the native language. Teachers should bear in mind that students are immersed in an environment where they engage with the new language and listen to it throughout the entire class hour, just as we have learned our native language. Consequently, students will be compelled to utilize the foreign language as their sole recourse, thereby fostering a heightened sense of ease when expressing themselves in English. According to the audio-lingual method, it is imperative to refrain from employing translation as a means of instructing vocabulary. Instead, it is recommended to generate and employ novel approaches to elucidate

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unfamiliar words. Realia, flashcards, gestures, mimicry, synonyms, and antonyms can be employed to elucidate the definition or meaning of a word. The educators should encourage their students to comprehend the meaning within the given context or consult a dictionary.

Students are strongly encouraged to utilize the foreign language and engage in oral communication. Given the limitations of the native language, students are compelled to utilize a foreign language in order to articulate their thoughts and ideas. By persisting in their efforts, a teacher can ensure that students do not experience fear or shyness when utilizing certain words or even complete phrases to articulate ideas or opinions in English. Furthermore, the teacher is required to possess a high level of proficiency in the language in order to effectively instruct it. Students acquire knowledge of pronunciation, intonation, and stress through the process of teacher modelling. The acquisition of accurate phonetic sounds for various terms is facilitated by the teacher's demonstration of word stress. The teacher should employ repetition, choral exercises, and a prescribed set of words to facilitate the practice of the new vocabulary. The consideration of articulation is crucial when implementing pronunciation activities in the classroom, as Spanish speakers may lack certain phonetic features.

In grammatical frameworks instruction this approach focuses on instructing structures and patterns. This would be advantageous as

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it is not uncommon to encounter individuals who possess fluency in the English language but struggle with writing proficiency. It is undeniable that proficiency in a language is the ultimate outcome of foreign language courses, while writing also serves as a means of communication. If students fail to internalize certain grammar rules, they may encounter difficulties in effectively conveying their thoughts or opinions to the intended recipient of the message. Students must establish an accurate cognitive framework. While it is beneficial to allow students to occasionally express their ideas in an incomplete manner, teachers must also provide corrections when students reach a more advanced level, such as their senior year of high school, in order to enable them to engage in genuine conversations without the need for interpretive guidance from the teacher.

The utilization of teachers' creativity can serve as a means to provide positive reinforcement. As previously mentioned, the audio-lingual method is grounded in operant behaviorism, where reinforcement plays a crucial role in the process of teaching and learning. Based on the provided information, educators have the ability to establish a framework of incentives for their students. We are not proposing that the teacher administers differential rewards and penalties to certain students.

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The objective is to foster student motivation and design engaging activities that are accessible to all members of the class. For instance, a film screening at the conclusion of a unit, a festival, a modest customary gathering, a designated day for pets, a commemoration of love, and so forth. These concepts serve as tools that educators can employ to strengthen their students' endeavors. Ultimately, it is evident that these types of activities can be considered as positive reinforcement according to the perspective of operant behaviorism, albeit in a distinct manner. The extent of the teacher's creativity and commitment will be a determining factor.

c. **Procedures of Audio-lingual Method in Teaching Pronunciation**

One of the most crucial parts in the Audio-lingual Method is modeling by the teacher or the teacher as model. Audio-lingual Method is based on the principles of behaviorism, which views learning as the development of automatic responses to stimuli through repeated practice and reinforcement. The teacher provides a clear and accurate pronunciation model for students to imitate. The model should include proper articulation of sounds, stress, rhythm, and intonation. This step is crucial, as students are expected to replicate the sounds and structures produced by the teacher. This method places significant emphasis on pronunciation as a key component of language learning, focusing on oral skills, accuracy, and fluency through controlled practice and repetition. This procedure aligns with

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behaviorist theory (Skinner, 1957), which asserts that learning is a result of stimulus-response associations. In this case, the teacher's correct pronunciation is the stimulus, and the students' repetition is the response. For example: the teacher says a sentence like "The cat sat on the mat" slowly and clearly. Students then repeat it after the teacher.

Larsen-Freeman (2000) explains that the audio-lingual method focuses on oral skills. So the conceptual framework for applying the Audio-Lingual Method in teaching pronunciation involves several key components:

- 1) Use of Audio Lingual Method: The ALM is used as a method to improve students' pronunciation ability and focus their attention on learning how to pronounce English words correctly.
- 2) Repetition and drills: The ALM places a strong emphasis on repetition and drills to help students acquire oral language skills through oral practice, with the goal of improving their ability to use the target language communicatively.
- 3) Focus on pronunciation: The ALM puts a great emphasis on pronunciation, with little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation, and vocabulary is learned in context.

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- 4) Use of tapes and visual aids: The ALM often uses tapes, language labs, and visual aids to support learning, with a focus on pronunciation and the development of oral language skills.
- 5) Active learning environment: The ALM aims to create an active and enjoyable learning environment, with the teacher creating interesting learning experiences related to everyday life to maximize the learning process.
- 6) By implementing these components, the ALM aims to help students develop their pronunciation skills and improve their overall English language abilities.

According to Larsen (2000) there are expanded descriptions of some common or procedures closely associated with the audio-lingual method. There are memorizations of conversations where students commit an introductory conversation to memory through the use of mimicry and applied role playing. And reverse construction (expansion drill) where the teacher divides a line into multiple segments and the students engage in a process of repetition, commencing from the conclusion of the sentence and subsequently "expanding" in a reverse manner, incorporating each component in a sequential manner; iterative exercise, students strive to replicate the teacher's model with maximum speed and precision.

And Lado (1957) outlines the key principles of the audio-lingual method, emphasizing:



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- 1) Contrastive Analysis: The importance of comparing and contrasting the native language with the target language to identify potential areas of difficulty for learners.
- 2) Habit Formation: The belief that language learning is essentially a process of habit formation, and that through repeated practice and exposure, learners can develop fluency and accuracy in the target language.
- 3) Audio-Oral Approach: The emphasis on developing listening and speaking skills before moving on to reading and writing.
- 4) Pattern Practice: The use of drills and pattern practice to reinforce language structures and develop fluency.

While Bloomfield. L (1933) emphasized the importance of habit formation, pattern practice, and the avoidance of translation in his explanation:

- 1) Structural linguistics: Bloomfield's structuralist approach to linguistics focused on the analysis of language as a system of interrelated elements. This provided a framework for ALM to identify and teach the patterns and structures of the target language.
- 2) Behaviorism: Bloomfield's adherence to behaviorist principles influenced ALM's emphasis on stimulus-response learning. This led to the use of drills and repetition to reinforce language patterns and create habits.



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- 3) Avoidance of translation: Bloomfield believed that translation could interfere with the learning of the target language by relying on the learner's native language. ALM therefore emphasized the use of visual aids, dialogues, and pattern practice to teach the target language directly.

It can be concluded that the Audio-Lingual Method is a language teaching approach that primarily focuses on oral skills and habit formation. This method emphasizes listening and speaking before moving on to reading and writing, and avoids translation.

d. Characteristics of Audio-lingual Method

According to Brown (2001), the characteristics of audio-lingual method may be summed up in the following; new material is presented in dialogue form; there is dependence on mimicry, memorization of set phrases, and over learning; structures are sequenced by means of contrastive analysis and taught one at the time; structural patterns are taught using repetitive drills; there is little or no grammatical explanation since grammar is taught by inductive analogy rather than by deductive explanation; vocabulary is strictly limited and learned in the context; there is much use of tapes, language labs, and visual aids; great importance is attached to pronunciation; very little use of the mother tongue by teachers is permitted; successful responses are immediately reinforced; there is a great effort to get students to



produce error-free utterances; there is a tendency to manipulate language and disregard content.

There is also chainsaw where the students engage in a circular chain around the classroom then ask and answer each other individually. The drill titled "Single-slot Substitution" when teacher presents a line from the conversation and subsequently employs a word or phrase as "cue" that students are required to substitute into the sentence in the appropriate location when repeating the line. And the drill of multiple-slot substitution similar to the single slot drill with the distinction that it involves the substitution of multiple cues into the line.

While the drill for transformation where the instructor presents a sentence that necessitates transformation into a different form, such as converting a question into a statement or transforming an active sentence into a negative statement, among others; exercise involving questioning and answering which is imperative for students to promptly respond to or pose inquiries. And employ minimal pairs during the analysis where the teacher chose a pair of words that have the same sound except for one sound that usually presents a challenge for the learners.

The students are then required to pronounce and distinguish between the two words. And conclude the conversation when certain words are removed from a line in the conversation and students are

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required to locate and insert them. While games focused on grammar where several games specifically created to reinforce a grammar concept in a non-contextual manner and employing extensive repetition.

3. Pronunciation

a. Definition of Pronunciation

Cook (1996) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002) pronunciation is the production of sounds that is used for making meaning. Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to

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Hinofotis and Bailey (1980), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary.

In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding. And in level 3, people understand the speaker and the speaker's English is acceptable to listen to. Scovel (1988) called it comfortable intelligibility and it should be the aim of English pronunciation.

According to Pennington (2018), pronunciation is a component of language and communication that conveys many different kinds of meaning and encompasses linguistic competence at micro and macro levels for both production and perception of speech, comprising (i) the segmental level of individual phonemes (consonants and vowels) and (ii) the suprasegmental or prosodic level of connected speech that includes linking and coarticulation, tone and intonation, stress and rhythm, and voice quality and articulatory setting. Terms and concepts are introduced, and examples illustrate the multiple functions conveyed in communication by pronunciation, including speaker identity, and the potential for serious misunderstanding caused by pronunciation errors

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or differing conventions. It is seen how pronunciation goes far beyond correct articulation to incorporate multiple layers of language proficiency and types of communicative competence.

According to Stevick (1978), Pronunciation is the primary medium through which we bring our use of language to the attention of other people. It is the mechanism by which features related to the system of sounds or phonemes, the syllabic structure, prosody (word stress and intonation), and speech or oral verbal message are materialized while speech or oral verbal message is constructed.

Based on the definitions above, pronunciation is important to make the meaning in producing sounds and help the listener understand what the speaker's purpose in conversation. Those various definitions have indicated that there will be a parameter to determine whether the students have understood the learning and able to pronounce English language correctly or not.

b. Functions of Pronunciation

In the process of expressing our thoughts through the use of English, pronunciation is an essential component. Singh (2022) mentions that pronunciation plays a central role in both our personal and social lives: as individuals, we project our identity through the way we speak and also indicate our membership of particular communities. As a result of the fact that English is not everyone's native language, the pronunciation of English spoken by Indian speakers is distinct from

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that of the individuals who naturally speak English. A few of the speakers at the fact that they have a strong mastery of the English language is what caught our attention. We, as listeners, are left with an impression due to the way in which they pronounce words.

At the same time, our pronunciation is responsible for intelligibility, whether or not we can convey our meaning. A person's ability to talk with the correct pronunciation is a vital component of their speaking ability. The Pronunciation serves multiple functions in communication, including conveying speaker identity and potential for misunderstanding (Pennington, 2018). Although in several studies fluency is the target that is echoed in oral skills, we cannot ignore that understanding is also a target that is no less important than a conversation. And that is where the pronunciation takes function. Because in order to understand the conversation the listener must understand what the speaker means and the speaker must pronounce what his/her means.

As a result of the fact that we are not native speakers of English, there is a very significant issue with regard to the pronunciation of the English for EFL students. English is a language that is widely spoken so there is no such thing as a pure pronunciation of English because there are many different varieties of English spoken in different places of the world. Because of this, we frequently encounter a variety of alternative pronunciations as well as

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mispronunciations. The fact remains, however, that individuals should constantly make an effort to acquire right pronunciation, regardless of how widespread the wrong pronunciation may be.

c. Importance of Pronunciation

The importance of pronunciation in successful communication has been asserted by many researchers. Fraser (2000), mentions that able to speak English requires a large number of supplementary abilities, such as vocabulary, grammar, pragmatics, and so on. Pronunciation, on the other hand, is by far the most significant of these skills; a speaker who has strong pronunciation is understandable despite the fact that they may have other faults; a speaker who has terrible pronunciation may be very difficult to understand while being accurate in other areas. In terms of how the speaker is evaluated by other people and how they are formally evaluated in other abilities, the feature that has the greatest impact is the speaker's pronunciation.

According to Kreidler (2004), individuals utilize knowledge and concepts from two fields, phonetics and phonology, when it comes to pronunciation. Pronunciation refers to the act of producing speech. Organs generate noises for the purpose of communicating. Individuals may desire to elucidate the actions of others while engaging in English conversation. This is one of the facets of verbal communication that activity conducted by individuals who utilize the English language for the purpose of communication. According to Kelly (2000), the

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examination of pronunciation encompasses two distinct domains, specifically phonetics and phonology. Phonetics is the scientific examination of the sounds used in speech. Phonetics is a broad topic that is not directly related to the study of language, which focuses on the physical properties of speech sounds. In contrast, phonology largely focuses on the interpretation and systematic organization of sounds. Phonology is the study of the systems and patterns of sounds that are present in a specific language.

Despite its role in projecting identity and ensuring intelligibility which is often overlooked, pronunciation is important to gain full communicative competence. These following fundamental levels, according to James (2010), can be used to understand acceptable pronunciation. People cannot grasp what the speaker is saying at level 1; the speaker either produces English words with the incorrect sounds or English sentences with the incorrect prosodic elements. There is an initial degree of pronunciation, according to Hinofotis and Bailey (1980), a speaker will not be able to communicate without paying attention to his or her grasp of grammar and vocabulary if their pronunciation is below this level. In level 2; the speaker's words may be intelligible to some, but their unusual and heavy pronunciation makes it unacceptable to listen to them. Morley (1994) mentions that a speaker's comprehension may be impacted by a strongly emphasized pronunciation. At level 3; the speaker's English is understandable and

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suitable for listening to. And Scovel (1988) said comfortable intelligibility is what English pronunciation should strive for.

B. Relevant Research

There are some researchers who had conducted the researches by finding out the Applying Audio-Lingual Method in Teaching Pronunciation.

There is Ismawati (2019) with a research entitled “The Effect of Applying Audio Lingual Method to Develop Students’ English Word Pronunciation”.

This is a quantitative study which conducts a quasi-experimental design. The subject of this research is the Eighth Grade students of SMP PGRI 1 Ciputat.

The study found that the English word pronunciation of the students with the given Audio Lingual Method is higher than that of the students with conventional learning. The result shows that the mean percentage gain value of the experimental class is 49.93 which is included in the less effective category and 39.2 which is included in the ineffective category is the mean percentage gain value of the control class. The result shows $\text{sig } 0.027/2 = 0.01$

Then there is Sidabutar (2019) with a research entitled “The Effect of The Audio Lingual Method on Students’ Speaking Achievement”. This is a quantitative research which applied two variables, such as a dependent variable as a speaking ability and an independent variable as an Audio-Lingual Method. Having analyzed the data, the writer found that the Audio-Lingual Method affects students’ speaking ability. There was a different mean score obtained from the both control group 65, 28 and the experimental group is 8,031. The result of the calculation is: $\text{Tab}_s > \text{table} (P = 0.05); (df = 48)$ And



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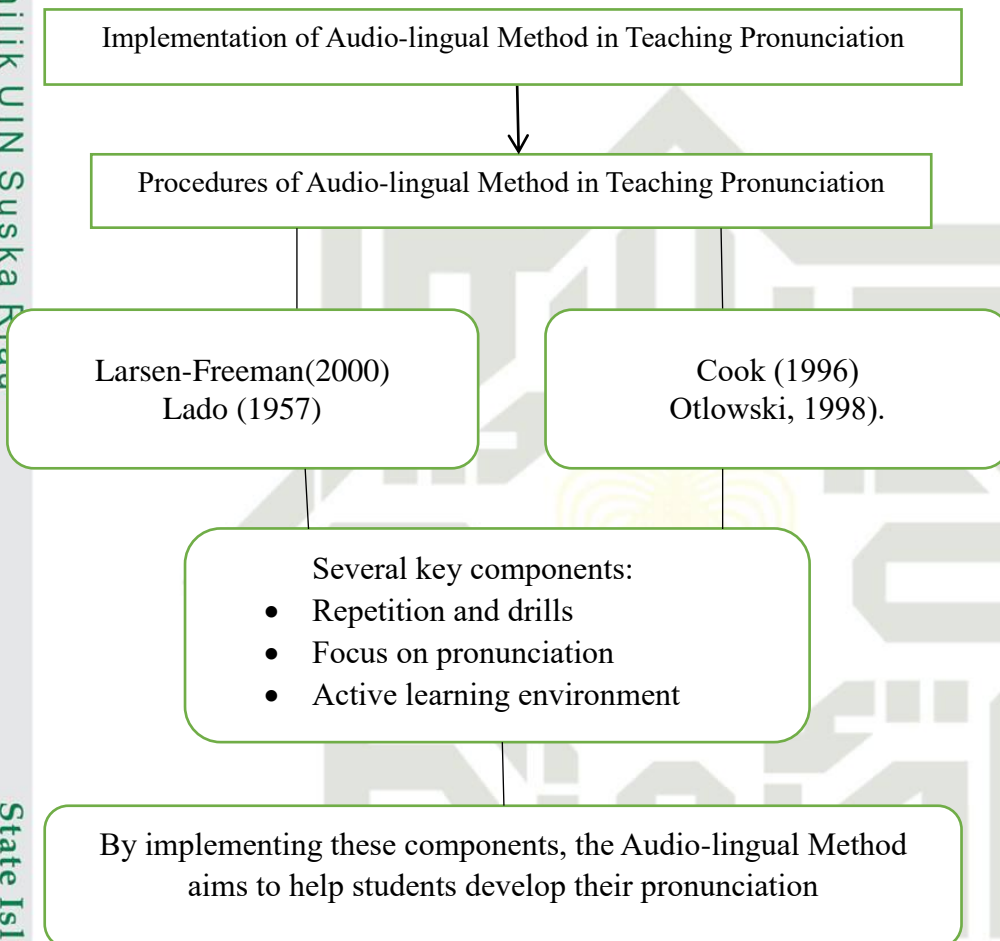
8,031 > 2,010 ($P = 0.05$); ($df = 48$). The alternative hypothesis of the method is accepted. The students' speaking ability by using the Audio- Lingual Method shows better results compared to those who did not teach by using the Audio- Lingual Method.

And also there is Alhomaidan (2018) with a research entitled "A Contrastive Study of the Direct Method and Audio-Lingual Method in Teaching English Speaking Skills". This study aims to compare the direct and the audio-lingual method to find out which one of them is more useful to teach the speaking skill for college-level students studying general English course at the College of Technology at Arrass, Saudi Arabia. Two classes were selected; the first one was taught by the audio-lingual method while the other one was taught by the direct method. Both groups were tested before and after the study. The pre-test results demonstrated that there wasn't any distinction between the two classes in their speaking competence. The post-test embodied that there was a significant difference in the speaking competence between the two classes. Students who were taught by using the audio-lingual method scored higher grades compared to counterparts in the other class. The results prove that teaching the speaking skill in the framework of the audio-lingual method is better than the direct method.

From three relevant researches that researcher mention above, it can be concluded that the implementation of audio-lingual method proved to increase students' pronunciation into a better level. Although there are similarity

between those three researches and this research, the researcher decides to make a differentiation in research design and technique of collecting data.

C. Conceptual Framework



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CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used qualitative research. This research is aimed to know the implementation of applying audio-lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru. In this research, it showed the implementation of audio-lingual method in learning pronunciation through case study. The researcher chose the method because case studies examine complex phenomena in the natural setting to increase understanding of them. The researcher described the process in applying audio-lingual method in teaching pronunciation. Students need to follow what the teacher pronounces. The important thing is the teacher must recognize students' problem in the class.

Case study allows researchers to use various sources of evidence to collect data such as interviews, observations, documentation, and other meeting notes as well as newspaper and research reports (K. Yin, 2014). The researcher used a case study because it is obtain precise data about the phenomenon in real-world or naturally context in order to enrich the data. Yin (2014), revealed that a case study was used to investigate the phenomenon. Case study is a suitable method for collecting data because in this study the researcher described the data specifically about the implementation of Audio-Lingual Method in teaching pronunciation.



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Case study entails developing questions and procedures, data typically collected in the participants' environments, inductive data analysis that builds from specifics to broad themes, and the researcher's interpretation of the data's significance. Interviews utilized by the researcher to collect data for this study. Furthermore, when describing the steps undertaken while using a case study approach, this method of research allows the researcher to take a complex and broad topic, or phenomenon, and narrow it down into a manageable research question.

B. Time and Location

This research was conducted on August in academic year 2024/2025.

Location of the research is at MAN 2 Kota Pekanbaru, Riau.

C. Subject and Object of the Research

The subject of this research were the English teachers of MAN 2 Kota Pekanbaru. The object of this research is to know the implementation of applying Audio-Lingual Method in teaching pronunciation at MAN 2 Kota Pekanbaru.

D. Participant of the Research

The population of this research is the English teachers at MAN 2 Kota Pekanbaru. After the consultation with Curriculum-vice Coordinator of MAN 2 Kota Pekanbaru about the English teachers that used Audio-lingual Method in their classes, the researcher chose two different teachers with different

background of education, experiences and alumni. The researcher conducted the data through interview to get the data from those teachers.

Table III. 1
Participant of the Research

No.	Name	Experience	Graduated from
1.	Heriani Saputri, M.Pd	2010- now	UIN Sultan Syarif Kasim Riau
2.	Metri Srikandi, S.Pd	2023- now	Universitas Riau

E. Technique of Data Collection

An instrument serves as a tool for data collection. Arranging instruments essentially involves organizing tool evaluation, as tool evaluation involves obtaining information about the subject of the investigation. And the outcomes can be evaluated using criteria that have been established by the study. Different tools such as interview and observation will be used in this research.

1. Interview

For the purpose of this study, it used interview as a method for collecting data from teachers. Sugiyono (2014) claims that interviews are direct (face-to-face) or indirect dialogues that are conducted for a specified purpose (telephone, social media). The researcher asked the teachers to answer the question through conversation from researcher to get the specific data. This method is used because it allows the researcher to

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validate the participants' responses. The researcher used it because it can give more information through naturally by the teachers.

To answer the research question, the researcher decided to gather the data by divide it into four indicators, specifically reason, procedures, problems, and effectiveness. Each indicator will be represented by two questions to be answered. And here are the list of the questions to be answered in the interview:

Table III. 2
List of Interview

No.	Indicator	Question	Answer
1.	Reasons	What are your perceptions toward the implementation of audio-lingual method?	
2.	Reasons	What makes you interested in using audio-lingual method in teaching pronunciation?	
3.	Procedures	How do you implement audio-lingual method in teaching pronunciation?	
4.	Procedures	How often do you use the audio-lingual method in teaching pronunciation?	
5.	Problems	What obstacles did you	

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No.	Indicator	Question	Answer
		experience in implementing audio-lingual method in teaching pronunciation?	
6.	Problems	How did you deal with the problems or obstacles?	
7.	Effectiveness	Does this method have an effect in improving student pronunciation?	
8.	Effectiveness	How effective is the audio-lingual method in teaching pronunciation?	

Adapted from Ramadhani, (2021)

F. Technique of Data Analysis

The researcher has opted for thematic analysis to analyze the interview transcript, following the steps outlined by Braun and Clarke (2006). These include:

1. Understanding the Data

The researcher must develop a deep understanding of the qualitative data obtained. The most effective way to achieve this is by thoroughly reading and re-reading the interview transcripts, revisiting

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recorded interviews, or reviewing video recordings from the data collection process. Interview recordings are particularly valuable as they provide insights and information from the conversations with participants. Additionally, it is important for the researcher to take personal notes while reading the transcript or listening to the recordings. These notes serve as a means of engagement with the data and can take the form of scribbles or highlights on the interview transcript sheet.

2. Coding

Codes act as labels or descriptors assigned to segments of data that are relevant to the research questions. It is the responsibility of the researcher to determine which parts of the interview transcript should be coded. For researchers who are new to coding, coding all the data in the transcript is a common approach. In the subsequent stage, the researcher reviews all the codes and evaluates their relevance to the research objectives, distinguishing between relevant and irrelevant codes. Codes should accurately capture the surface-level meaning of the data, often aligning with the words used by the participants. This coding method is known as *in vivo* coding, emphasizing the semantic accuracy of the codes.

3. Search for Themes

At this stage the researcher begins to shift attention from those who were originally looking for codes to now changing to looking for themes. As recommended by Braun & Clarke (2006), the third stage in thematic analysis is to find themes, themes that match the research objectives. This



theme describes something important in the data related to the formulation of the research problem. Further conveyed by Boyatzis (1998), this theme describes the pattern of the phenomenon studied.

4. Reviewing Potential Themes

This phase involves a recursive process whereby the developing themes are reviewed in relation to the coded data and the entire dataset. Essentially about quality-checking, it is particularly important for novice researchers, and for working with very large datasets. The first step is to check your themes against the collated extracts of data, and explore whether the theme 'works' in relation to the data. If it doesn't, researchers might need to discard some codes or relocate them under another theme; alternatively you may redraw the boundaries of the theme, so that it more meaningfully captures the relevant data. If these tweaks don't work, you might need to discard the theme altogether and start again it shouldn't force' analysis into coherence.

5. Defining and Naming Themes

In defining themes, the researcher needs to be able to clearly state what is unique and specific about each theme, whether the researcher can sum up the essence of each theme in a few sentences. This phase involves the deep analytic work involved in thematic analysis, the crucial shaping up of analysis into its fine-grained detail. As analysis now necessarily involves writing, the separation between Phases 5 and 6 is often slightly blurry. This phase involves selecting extracts to present/analyze and then

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setting out the 'story' of each theme with or around these. What makes good data to quote and analyze? Ideally, each extract would provide a vivid, compelling example that clearly illustrates the analytic point you are making.

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6. Producing the Report

While the final phase of analysis is the production of a report such as a journal article or a dissertation, it's not a phase which only begins at the end. Writing and analysis are thoroughly interwoven in qualitative research from informal writing of notes and memos to the more formal processes of analysis and report writing. The purpose of the report is to provide a compelling 'story' about data, based on analysis. The story should be convincing and clear, yet complex and embedded in a scholarly field. Even for descriptive TA, it needs to go beyond description, to make an argument that answers your research question. Good writing comes with practice, tries to avoid repetition, paraphrasing, unnecessary complexity and passive phrasing. In general, qualitative research is best reported using a first person active tense.

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Triangulation is considered a robust strategy for ensuring validity, as it enables researchers to approach a topic from multiple perspectives, reducing the likelihood of bias and enhancing the credibility of the research findings. Though studies employed triangulation before 1959, it was Campbell and Fiske²³ who introduced the concept of triangulation. They introduced triangulation as a synonym for convergent validation. Following

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the introduction of the concept, researchers like Flick 12 refined it to mean mixing quantitative and qualitative methods. In its current form, triangulation goes beyond mixed methods. There are four main types of triangulation namely: methodological triangulation, data triangulation, researcher triangulation, theoretical triangulation. In this research use data triangulation Data triangulation is the use of multiple complementary data to investigate a phenomenon.

Triangulating data is by writing field notes or reports during and just after an observation or interview session with participants. These notes or reports may provide additional information on the context in which the interview or observation was done. These may not directly be recorded in the transcript or observation checklist in observation and interview, other vital information that may be missed are the non-verbal behavior such as participants reaction gestures group behavior etc. are potential source of insight or clues if fields notes or reports are written non-verbal behavior may not be missed the purpose of using data triangulation is not just to gather comprehensive data about the phenomenon being studied it is a means of validating and verifying data as well as recognizing inconsistencies in the data sets.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data through interviews with two English teachers at MAN 2 Kota Pekanbaru, it can be concluded that the Audio-Lingual Method is well implemented and does have positive impact towards students' pronunciation. The participants believe that the implementation of this method is effective to improve students' pronunciation. Both the participants even suggest to use this method due to its effectiveness. The Audio-Lingual method is also quite simple and easy in its implementation. Even though it is basic but the Audio-Lingual Method helped the teachers to teach pronunciation effectively.

B. Suggestion

For future research aiming to explore deeper about this method, there are several areas can be explored to provide a more comprehensive understanding of methods in language learning. Firstly, qualitative research methods such as ethnographic studies could be employed to gain a deeper understanding of the specific factors influencing students' pronunciation and application of Audio-Lingual Method. By exploring the socio-cultural and institutional contexts in which students learn English, researchers can obtain new insights into the challenges students face and the strategies teachers employ to overcome them.

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Lastly, as technology continues to play an increasingly influential role in language learning, future research could explore innovative approaches for integrating technology into students' pronunciation improvement. This could involve utilizing virtual reality simulations or artificial intelligence-powered language tutors. By addressing these areas of study in future research, we can gain a deeper understanding of the Audio-Lingual Method in teaching pronunciation and develop more effective strategies to support students in their language learning.

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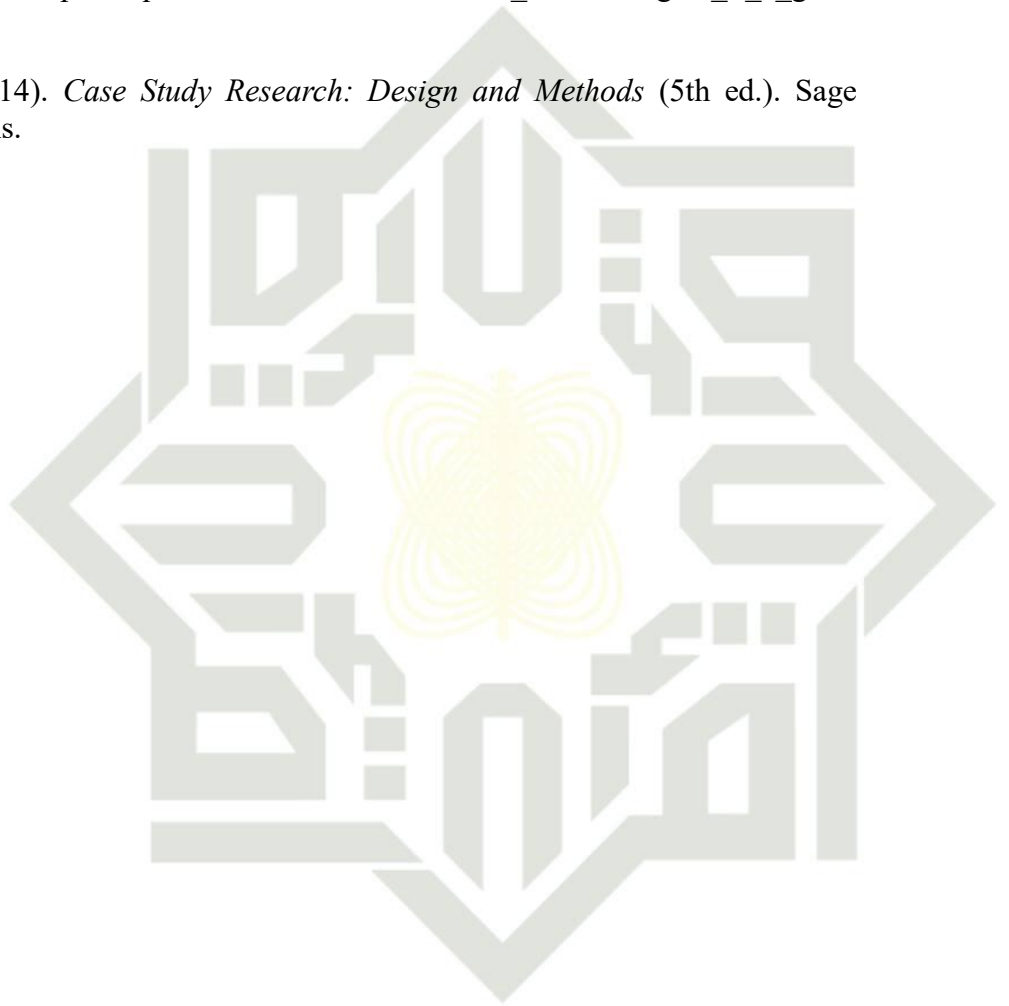
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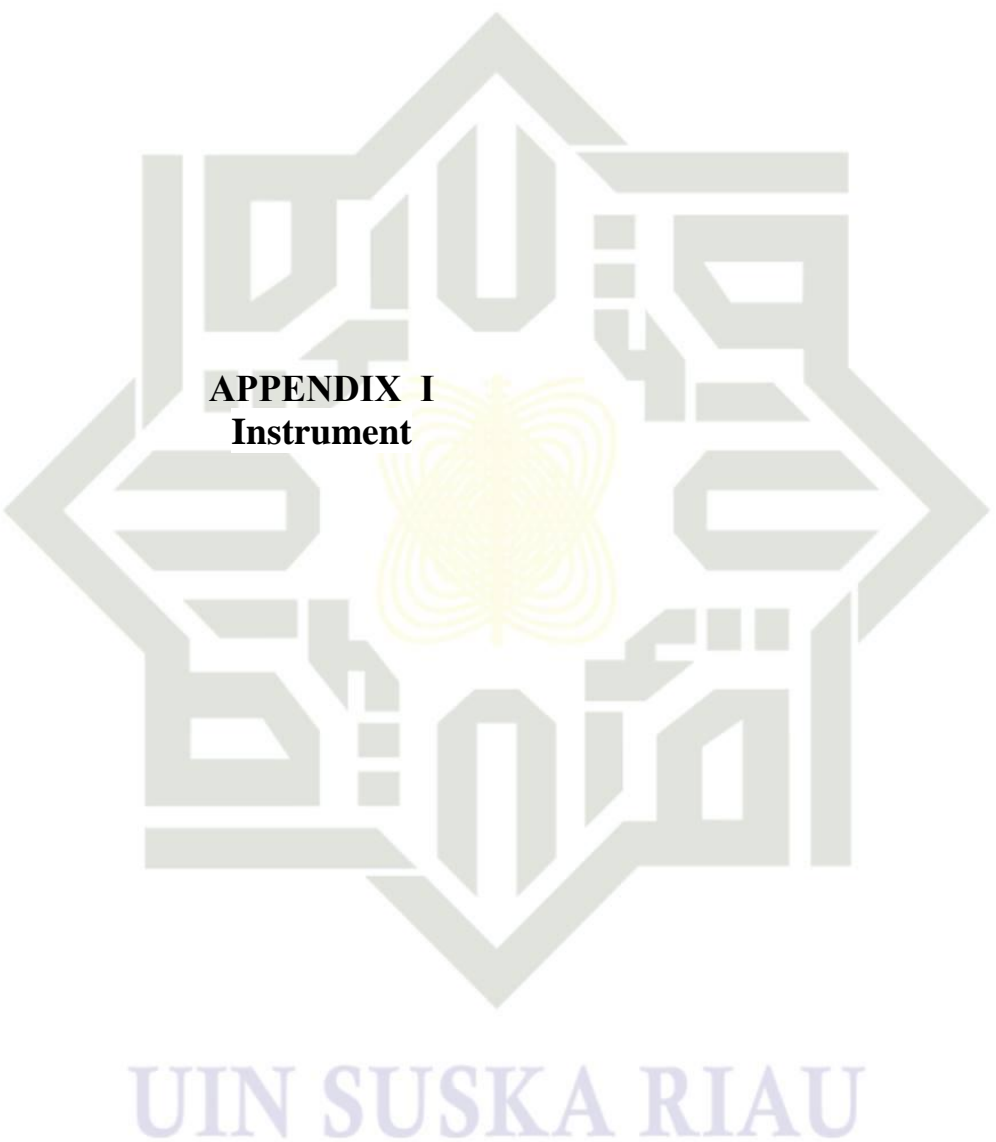
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APPENDIX I Instrument

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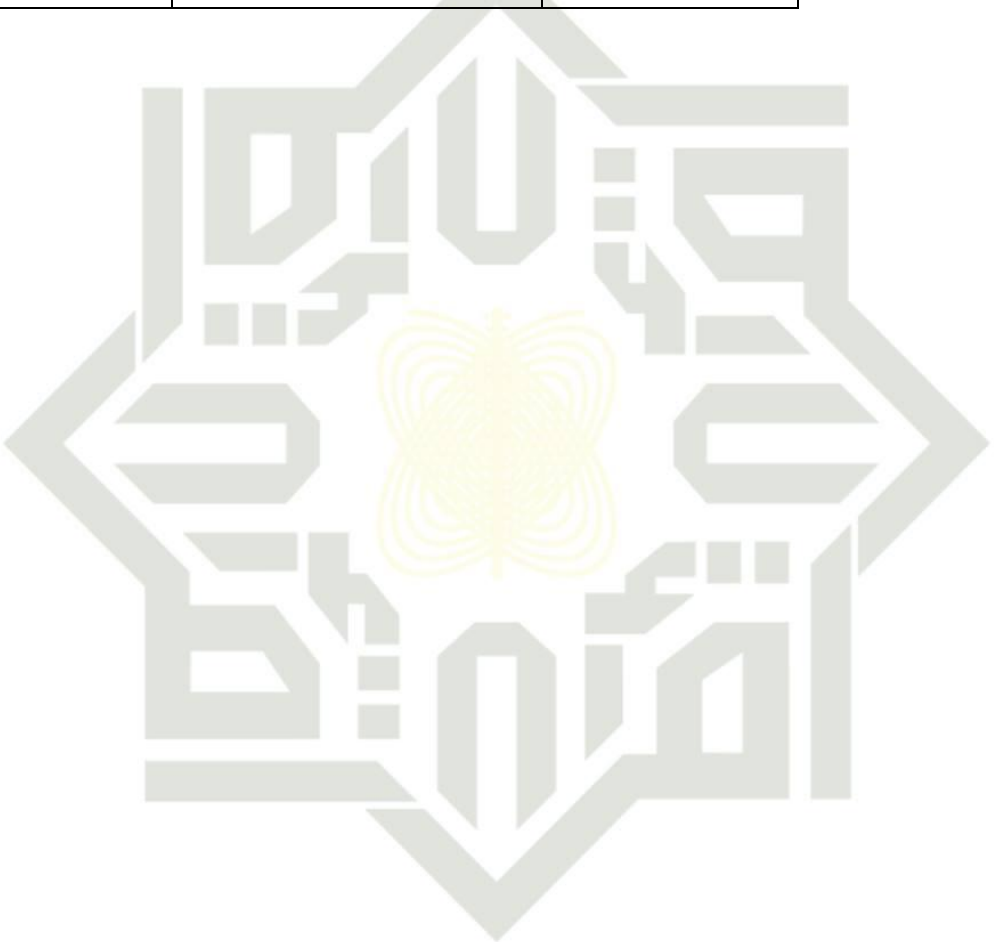
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List of Interview

No.	Indicator	Question	Answer
	Reasons	What are your perceptions toward the implementation of audio-lingual method?	
	Reasons	What makes you interested in using audio-lingual method in teaching pronunciation?	
3.	Procedures	How do you implement audio-lingual method in teaching pronunciation?	
4.	Procedures	How often do you use the audio-lingual method in teaching pronunciation?	
	Problems	What obstacles did you experience in implementing audio-lingual method in teaching pronunciation?	
	Problems	How did you deal with the problems or obstacles?	
	Effectiveness	Does this method have an	

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		effect in improving student pronunciation?	
	Effectiveness	How effective is the audio-lingual method in teaching pronunciation?	

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APPENDIX II

Teacher's Responses of Interview

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INTERVIEW TRANSCRIPTION 1

Subject	Line	Transcription	Indicator	Code
Transcription 1				
Respondent : Metri Srikandi S.Pd				
Time : 09.45 WIB				
Date : 29 August 2024				
Place : MAN 2 Kota Pekanbaru				
I: Interviewer, R: Respondent				
I		Okay.. eee... kak. my name is Nur Farhana and i am a student of English Education Department of UIN Suska Riau and i am here to interview you about eee.. the implementation of audio lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru. and please introduce yourself first.		
R		Okay i am Metri Srikandi and i'm an English teacher in MAN 2 Kota Pekanbaru.		
I		Okay, so here we come to the first question, what are your perceptions toward the implementation of audio-lingual method?		
R	1	okay so in my opinion audio lingual method is quite suitable to apply in my class especially in high school students where they are quite good but have some drawbacks in English	Reasons	I/1/R/1
I		okay, then we come to the next question. What makes you interested in using audio-lingual method in teaching pronunciation?		
R	2	so this method is pretty effective because I have been applying it for a year now. It makes the student engage towards their pronunciation of	Reasons	I/2/R/2

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		the vocabulary. So, i like this method.		
I		How do you implement audio-lingual method in teaching pronunciation?		
R	3	What i do usually, i read the material probably like a sentence or probably just a vocabulary, a word, and then i tell them to listen to me and then i tell them to repeat after me. I do it several times, probably twice or three times.	Procedures	I/3/P/3
I		How often do you use the audio-lingual method in teaching pronunciation?		
R	4	Mmm, quite often. Probably almost in every meeting in the class because in every meeting we have ee.. vocabularies that they don't know how to pronounce it soo.. yeah pretty often!	Procedures	I/4/P/4
I		What obstacles did you experience in implementing audio-lingual method in teaching pronunciation?		
R	5	Oow.. probably because the class is quite big and the students are quite ee.. quite crowded because in the class we have thirty up to thirty five students, so yeah in terms of the.. ee.. quantity of the students.	Problems	I/5/P/5
I		Okay that is your obstacles. And then next how did you deal with the problems or obstacles?		
R	6	Okay what i usually do is i tell them to mm.. to be quiet, probably i'm going to shout and then i will make my voice louder because i have a pretty loud voice. So.. that's how.	Problems	I/6/P/6
I		Okay pretty easy for you i		

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		think. And then next question, does this method have an effect in improving students pronunciation?		
R	7	Yeah yeah it does actually. Mm.. i.. i feel that they are more mm.. interested in doing pronunciation and they're getting better and better because they remember what i told them so.. it's pretty effective.	Effectiveness	I/7/E/7
I		Okay then how effective is the audio-lingual teaching pronunciation?		
R	8	I could eh.. say it on a scale one to ten probably.. i'll go for nine! Because it is effective, it makes them remember what i told them not only based on books but they actually do it and practice it so they actually know how to say the exact word and the exact pronunciation. Okay!	Effectiveness	I/8/E/7
I		Okay thank you for your answers kak metri.		
R		You're welcome hana!		



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INTERVIEW TRANSCRIPTION 2

Transcription 2				
Respondent : Heriani Saputri, M.Pd Time : 10.29 WIB Date : 30 August 2024 Place : MAN 2 Kota Pekanbaru I: Interviewer, R: Respondent				
Subject	Line	Transcription	Indicator	Code
I		okay hello frau, ee.. my name is Nur Farhana, i am a student of English Education Department of UIN Suska Riau. And i am here to interview you about the implementation of audio-lingual method in teaching pronunciation at MAN 2 Kota Pekanbaru. Please introduce yourself first!		
R		okay! Well then, my full name is Heriani Saputri. And then here i am one of English teachers in MAN 2 Kota Pekanbaru. And then my students call me frau puput. Yes you can continue hana!		
I		okay! Then we come to our first question. Ee.. what are your perceptions toward the implementation of audio-lingual method?		
R	1	mm.. well.. actually i have learned about this method when i was in university but during ee.. my teaching experience.. actually i never ee.. directly implement ee.. this method actually. But i used for some teaching so.. i think i enjoy to use it. And i can see that my students can understand more about ee.. English vocabularies by using this method.	Reasons	II/1/R/1
I		okay then what makes you		

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© Hak cipta milik UIN Suska Riau	2	interested in using audio-lingual method in teaching pronunciation?		
R		eeeh.. we know that.. English is a foreign language and then ee.. my students are from.. from many.. different schools before so.. they have different level in English. And sometimes they do not know how to pronounce the word and they wrong to pronounce, misspelling.. so.. it can help them more.	Reasons	II/2/R/2
I		okay our next question is how do you implement audio-lingual method in teaching pronunciation?		
R	3	okay, eee.. let me tell you story about my self before, i love to ask my student to.. read aloud when ee.. we discuss about a text. For example ee.. about narrative text.. then i will.. ee.. i will ask the students to read text randomly. And then after ee.. asking them to read, they may have.. some misspelling or they don't know to mm.. pronounce the word and.. but i still ask the student to continue the reading and then ee.. while then i will provide the words that they don't know how to pronounce on the whiteboard and after reading eee.. the text i will ee.. pronounce and i will tell them how to pronouce it and ask them to repeat after me.	Procedures	II/3/P/3
I		okay, and then how often do you use the audio-lingual method in teaching pronunciation?		
R	4	actually i always doing this one	Procedures	II/4/P/4



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		when i ask my students to read aloud, mm the text.		
I		okay so i think it's quite often since you mention that you like to ask your students to read pretty often.		
R	4	yeah! You know that right now ee.. English is teaching by text right.. so.. we will ask the students to read and then we will hearing how to pronounce the words.. so.. i will have many chance.. to use this one.	Procedures	
I		okay then next, what obstacles did you experience in implementing audio-lingual method in teaching pronunciation?		
R	5	aah.. you know they all from different aah.. village.. different areas. So.. some time they ee.. they're feeling difficult.. like how to pronounce this one frau?.. they tried it many times but still cannot pronounce well like we have. For example javanese people, some time they difficult to pronounce some words right..	Problems	II/5/P/5
I		okay yeah we can see that, then how did you deal with the problems or obstacles?		
R	6	eeh.. because ee.. i want to keep my students well, i mean their mentality. I will not ask them to repeat after me many and then often because ee.. maybe the students will be ashamed. I will ask one or two students, advanced students to hel them to pronounce the word. So the students will tell and will pronounce the words.	Problems	II/6/P/6

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		And will use this way face to face.		
I		okay, then we come to the next question, does this method have an effect in improving students pronunciation?		
R	7	i think yes because i ee.. can see that my students ee.. say thank you frau! Now i know how to pronounce it, oooo! Gini frau to pronounce this word.. so i think this method is useful.	Effectiveness	II/7/E/7
I		okay then the next question, how effective is the audio-lingual teaching pronunciation?		
R	8	mm.. i think it's ee.. quite effective because ee.. you know, we need to improve the students pronunciation because English is not our language, our own language so we have to help the students.. how to pronounce the words by using this method.	Effectiveness	II/8/E/8
I		okay frau thank you for your time!		
R		my pleasure hana!		



APPENDIX III Thesis Guidance Letters

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INDEKS BERKAS KODE : 002	
HAL : Pengajuan Judul TANGGAL : 23 Februari 2024 ASAL : Nur Farhana / 11910423288	
TANGGAL PENYELESAIAN: SIFAT:	
- INFORMASI A Case Study: Applying Audio-Lingual Method In Teaching Pronunciation At English Education Department Of Sultan Syarif Kasim State Islamic University Dosen Pembimbing = Risti: Anelisa, M.Pd Kajur PBI 	DITERUSKAN KEPADA: 1. Kajur PBI 2. 3. 4.
*) 1. Kepada bawahan "Instruksi" atau "Informasi" 2. Kepada atasan "Informasi" coret "Instruksi"	

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Pekanbaru, 29 Februari 2024

Hal : Permohonan SK pembimbing

Lampiran : 4 lembar

Kepada
Yth. Dekan
Fakultas Tarbiyah dan Keguruan
UIN Suska Riau
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Nur Farhana
NIM / HP : 11910423288 / 081276041403
Tempat / tanggal lahir: Bantantua, 23 April 2002
Semester / Tahun : X / 2024
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul “ **A Case Study: Applying Audio-Lingual Method In Teaching Pronunciation At English Education Department Of Sultan Syarif Kasim State Islamic University**”

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah...

Dengan ini saya melampirkan sebagai persyaratan :


1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

Mengetahui:
Ketua Jurusan


Dr. Faurina Anastasia S.S., M.Hum.
NIP.198106112008012017

Hormat saya,


Nur Farhana
NIM.1191042328



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Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/5383/2024 Pekanbaru, 01 Maret 2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada
Yth. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : NUR FARHANA
NIM : 11910423288
Jurusan : Pendidikan Bahasa Inggris
Judul : A Case Study: Applying Audiolingual Method In Teaching Pronunciation At English Education Department Of Sultan Syarif Kasim State Islamic University
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
an, Dekan
Wakil Dekan I

ar kasih, M.Ag.
IP. 19721017 199703 1 004



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizki Amelia, S.Pd., M.Pd
 - a. Nomor Induk Pegawai (NIP) : 198308202023212036
3. Nama Mahasiswa : Nur Farhana
4. Nomor Induk Mahasiswa : 11910423288
5. Kegiatan : Bimbingan Skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	8 Maret 2024	Chapter I : Background		
2.	20 Maret 2024	Chapter I : Review		
3.	26 Maret 2024	Chapter II : Theories		
4.	1 April 2024	Chapter II : Operational Concept		
5.	4 April 2024	Chapter III : Research Design		
6.	19 April 2024	Review all chapters		
7.	22 April 2024	Acc to join Proposal Examination		

Pekanbaru, 22 April 2024
 Pembimbing,

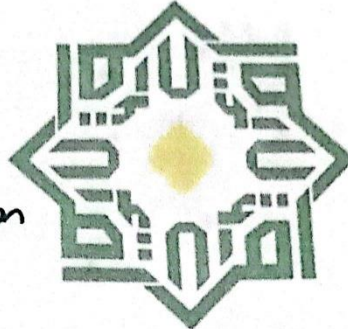
 Rizki Amelia M Pd



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A CASE STUDY: APPLYING AUDIO-LINGUAL METHOD IN TEACHING
PRONUNCIATION AT MAN 2 KOTA PEKANBARU



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Proposal Examination
24/4/2024*

Peak

[Handwritten signature]

BY
NUR FARHANA
11910423288

SUPERVISOR
RIZKI AMELIA, S.Pd., M.Pd

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RI
PEKANBARU
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**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : NUR FARHANA
 Nomor Induk Mahasiswa : 11910423288
 Hari/ Tanggal : SELASA / 30 / 04 - 2024
 Judul Proposal Penelitian :

NO	URAIAN PERBAIKAN
1.	Background of the Problem
2.	Citation/ APA style
3.	Reference

Penguji I


 Nurandi, M.Ed.

Pekanbaru, 30/4/2024
 Penguji II


 Harum Natasha, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa : Nur Farhana
 Nomor Induk Mahasiswa : 11910423288
 Hari/Tanggal Ujian : Selasa / 30 April 2024
 Judul Proposal Ujian : A Case Study: Applying Audio-lingual Method In Teaching Pronunciation At MAN 2 Kota Pekanbaru
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nuardi, M. Ed.	PENGUJI I		
2.	Hj. Harum Natasha, M. Pd	PENGUJI II		

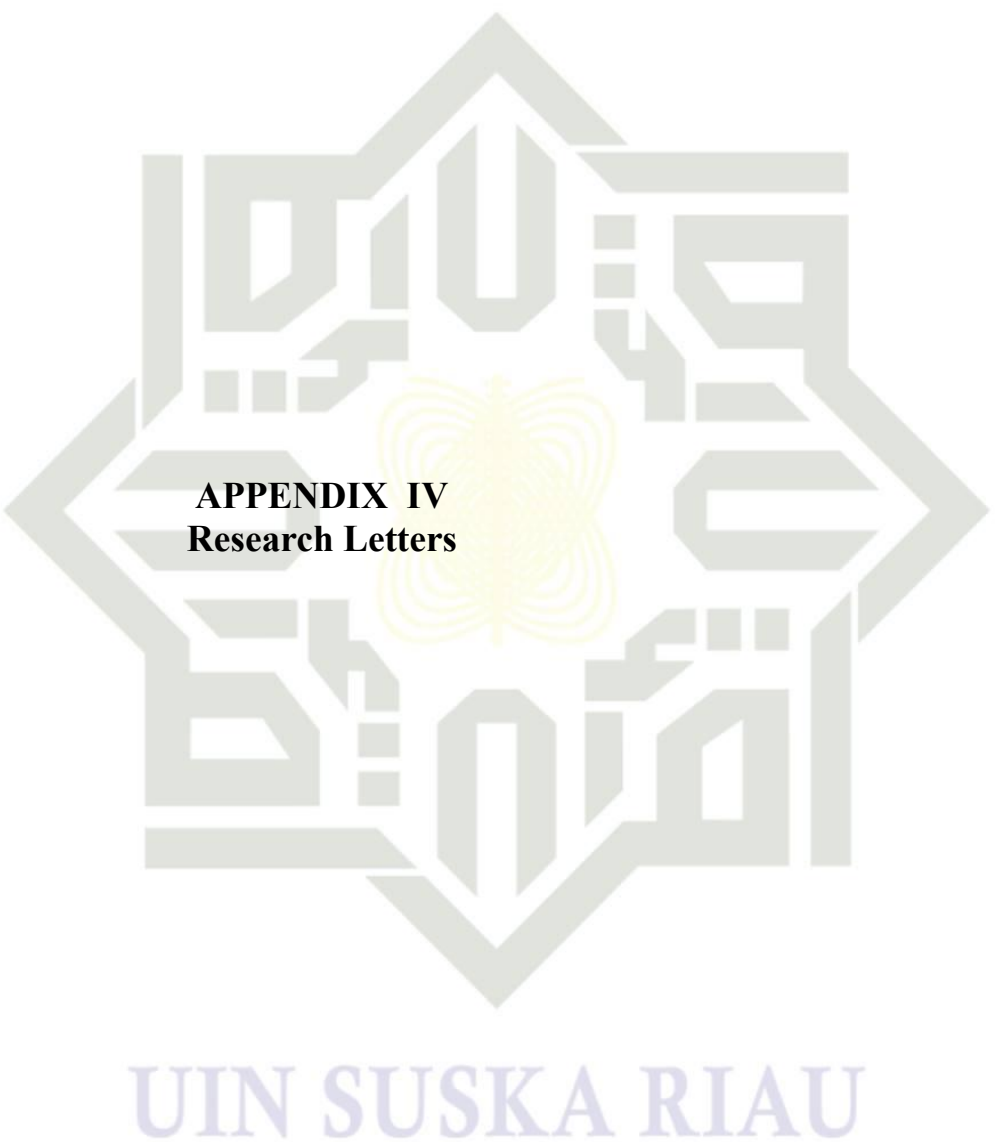
Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 30 Mei 2024
Peserta Ujian Proposal

Nur Farhana
NIM. 11910423288



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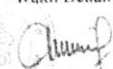


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Nomor	: Un.04/F.II.3/PP.00.9/5784/2024										
Sifat	: Biasa										
Lamp	: -										
Hal	: Mohon Izin Melakukan PraRiset										
Pekanbaru, 07 Maret 2024											
Kepada Yth. Kepala Sekolah MAN 2 Model Pekanbaru di Tempat											
<i>Assalamu'alaikum warhamatullahi wabarakatuh</i> Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :											
<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">Nama</td> <td>: Nur Farhana</td> </tr> <tr> <td>NIM</td> <td>: 11910423288</td> </tr> <tr> <td>Semester Tahun</td> <td>: X (Sepuluh) / 2024</td> </tr> <tr> <td>Program Studi</td> <td>: Pendidikan Bahasa Inggris</td> </tr> <tr> <td>Fakultas</td> <td>: Tarbiyah dan Keguruan UIN Suska Riau</td> </tr> </table>		Nama	: Nur Farhana	NIM	: 11910423288	Semester Tahun	: X (Sepuluh) / 2024	Program Studi	: Pendidikan Bahasa Inggris	Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Nama	: Nur Farhana										
NIM	: 11910423288										
Semester Tahun	: X (Sepuluh) / 2024										
Program Studi	: Pendidikan Bahasa Inggris										
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau										
ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin											
Sehubungan dengan itu kami mohon dibertikan bantuan izin kepada mahasiswa yang bersangkutan											
Demikian disampaikan atas kerjasamanya diucapkan terima kasih											
Wassalam a n Dekan Wakil Dekan III  Dr. Amirah Diniaty, M Pd. Kons. NIP. 19751115 200312 2 001											
081276041403											



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KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH ALIYAH NEGERI (MAN) 2 PEKANBARU**

AKREDITASI : A
(NSM : 13.1.1.14.71.0002 NPSN.10498812)
Jl. Diponegoro No. 55 Pekanbaru

Website: <http://www.m2mpekanbaru.sch.id> Email, man2kotapekanbaru@gmail.com



SURAT KETERANGAN

Nomor: B-264/Ma.04.7/PP.00.6/03/2024

Yang bertandatangan di bawah ini, Kepala Madrasah Aliyah Negeri (MAN) 2 Kota Pekanbaru, menerangkan bahwa :

Nama : NUR FARHANA
NIM : 11910423288
Institusi : UIN Sultan Syarif Kasim Riau
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : S1

Telah selesai melaksanakan kegiatan *Pra-riset* dengan judul "A STUDY : APPLYING AUDIOLINGUAL METHOD IN TEACHING PRONUNCIATION AT MAN 2 KOTA PEKANBARU".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya, atas kerjasamanya diucapkan terima kasih.

Dikeluarkan di: Pekanbaru
Pada Tanggal: 19-03-2024



CHAFARDI, S.Ag, M.Pd.I
NIP: 197004122000031006



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : B-8977/Un.04/F.II/PP.00.9/05/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 22 Mei 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Nur Farhana
NIM : 11910423288
Semester/Tahun : X (Sepuluh)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : A Case Study: The Implementation Of Audio-Lingual Method In Teaching Pronunciation At MAN 2 Kota Pekanbaru
Lokasi Penelitian : MAN 2 Kota Pekanbaru
Waktu Penelitian : 3 Bulan (22 Mei 2024 s.d 22 Agustus 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Rektor

Dekan



Dr. H. Kadar, M.Ag.

NIP. 19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



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 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RIS/66590
 TENTANG



PELAKSANAAN KEGIATAN Riset/PRA Riset DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-8980/Un.04/F.II/PP.00.9/05/2024 Tanggal 22 Mei 2024**, dengan ini memberikan rekomendasi kepada:

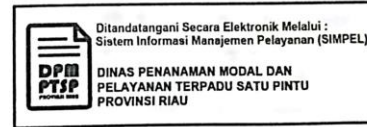
- | | |
|----------------------|--|
| 1. Nama | : NUR FARHANA |
| 2. NIM / KTP | : 119104232880 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : CASE STUDY: THE IMPLEMENTATION OF AUDIO-LINGUAL METHOD IN TEACHING PRONUNCIATION AT MAN 2 KOTA PEKANBARU |
| 7. Lokasi Penelitian | : MAN 2 KOTA PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 10 Juni 2024



Tembusan :

Disampaikan Kepada Yth :

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2. Walikota Pekanbaru
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
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AKREDITASI : A
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Jl. Diponegoro No. 55 Pekanbaru

Website: <http://www.m2mpekanbaru.sch.id> Email: man2kotapekanbaru@gmail.com



SURAT KETERANGAN

Nomor: B-1352 /Ma.04.7/PP.00.6/10/2024

Yang bertandatangan di bawah ini, Kepala Madrasah Aliyah Negeri (MAN) 2 Kota Pekanbaru, menerangkan bahwa :

Nama : NUR FARHANA
NIM : 11910423288
Institusi : UIN Sultan Syarif Kasim Riau
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : S1

Telah selesai melaksanakan kegiatan *Penelitian* dan memperoleh data yang dibutuhkan di MAN 2 Kota Pekanbaru pada tanggal 29 s.d 30 Agustus 2024 dengan judul "THE IMPLEMENTATION OF AUDIO-LINGUAL METHOD IN TEACHING PRONUNCIATION: A CASE STUDY AT MAN 2 KOTA PEKANBARU".

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya, atas kerjasamanya diucapkan terima kasih.

Dikeluarkan di: Pekanbaru
Pada Tanggal: 08-10-2024



SHAFARDI, S.Ag, M.Pd.I
NIP. 197004122000031006



APPENDIX V Documentations

UIN SUSKA RIAU

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CURRICULUM VITAE

Nur Farhana is the first child of Mr. Akmal and Mrs. Aminah Elis. She was born in Bantantua, April 23rd, 2002. In 2007 she graduated from TK Ar-Rizqon Medan, and finished from SDN 165 Pekanbaru in 2013. She also finished her study at Pondok Pesantren Umar Bin Khattab Pekanbaru in 2016 and PKBM MRJC Pekanbaru in 2019.

In 2019, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until September 2022, she was doing *KKN (Kuliah Kerja Nyata)* in Kabupaten Kepulauan Meranti. On July until September 2023 she finished her Program and Pre-Service Teacher Practice (*PPL*) program at Yala Rajabhat Univeristy, Thailand. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on July-August 2024 by thesis entitled “The Implementation of Audio-Lingual Method in Teaching Pronunciation: A Case Study at Man 2 Kota Pekanbaru”

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