

**THE UNDERGRADUATE LEARNERS' PERSPECTIVE ON LISTENING
COMPREHENSION OF AUDIO-LINGUAL METHOD WITH
TRANSCRIPTION AT THE FOURTH SEMESTER STUDENT'S
UNIVERSITY OF MUHAMMADIYAH MAKASSAR**



**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2022**



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Day / Date	Chapter	Note	Sign
Monday, August 2022		- Lampirkan data mentah hasil Research Questionnaire.	X
		- Research Significance Sesuai dengan Research Problem.	X
		- Perjetas dengan lagu apa yang dipakai pada saat pembelajaran Audio Lingual Transcript.	X
wednesday 3 August 2022		- The recording / bukti screenshot hasil interview.	X
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Day / Date	Chapter	Note	Sign
Tuesday, 26- July 2022	Chapter 8	- in data Analysis techniques should be listed in chapter 4 - The results of the Questionnaire are described in the form of Points, and Explained	28
Saturday, 30 July 2022	Chapter 9	- Explain with explanations one by one from the questionnaire - Add a questionnaire table to make it clear	28
3 August 2022		Acc -	28

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Wika Rukmayana

MOTTO

“Don’t forget to be grateful every day and

Always include Allah SWT in your affairs”

“Don't give up easily under any circumstances, keep getting up and believe that everything will be beautiful in time.”



“I dedicate this thesis to my beloved parents, where my dreams will come true with the prayers of my parents, also my family, and my friends who always love, pray for, and support me in any circumstances.”

ABSTRACT

WIKA RUKMAYANA 2022 *The Undergraduate Learners' Perspective on Listening Comprehension of Audio-Lingual Transcript Method at the Fourth Semester Student's University Of Muhammadiyah Makassar* under the thesis of English Education Department, the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, supervised by Eny Syatriana and Muhammad Zia Ul Haq.

This study aims to determine the perspective of fourth semester students at the University of Muhammadiyah Makassar in listening to audio-lingual transcripts. The method that used by the researcher was a qualitative descriptive approach because this study wants to describe the perspectives of fourth semester students at the University of Muhammadiyah Makassar.

The subjects of this research was fourth semester students who have participated in learning English listening comprehension using the audio lingual method as many as 21 students in class 4A. However, the researchers only took a sample of 15 students to study at the Muhammadiyah University of Makassar. Samples were taken using a questionnaire with google form.

The results show that from the results of research that has been carried out with a questionnaire totaling fifteen statements, it is known that the majority of respondents choose the agree or good category in learning English using the audio-lingual transcription listening method or it can also be said that the fourth semester students of the Language Education Study Program English prefers listening audio-lingual transcripts method in the learning process at Muhammadiyah University of Makassar.

Keywords: Audio lingual Transcript, Listening Comprehension, College Student's perspective.

ABSTRAK

WIKA RUKMAYANA 2022 *Perspektif Pembelajar SI tentang Pemahaman Mendengarkan Metode Audio-Lingual Transkrip Pada Mahasiswa Semester IV Universitas Muhammadiyah Makassar*, sebuah skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Eny Syatriana dan Muhammad Zia Ul Haq.

Penelitian ini bertujuan untuk mengetahui perspektif mahasiswa semester IV Universitas Muhammadiyah Makassar dalam mendengarkan transkrip audio-lingual. Metode yang digunakan peneliti adalah pendekatan deskriptif kualitatif karena penelitian ini ingin mendeskripsikan perspektif mahasiswa semester IV di Universitas Muhammadiyah Makassar.

Subyek penelitian ini adalah mahasiswa semester IV yang telah mengikuti pembelajaran listening comprehension bahasa Inggris dengan metode audio lingual sebanyak 21 mahasiswa di kelas 4A. Namun peneliti hanya mengambil sampel sebanyak 15 mahasiswa untuk kuliah di Universitas Muhammadiyah Makassar. Sampel diambil menggunakan kuesioner dengan google form.

Hasil penelitian menunjukkan bahwa dari hasil penelitian yang telah dilakukan dengan kuesioner yang berjumlah lima belas pernyataan, diketahui bahwa mayoritas responden memilih kategori setuju atau baik dalam pembelajaran bahasa Inggris menggunakan metode audio-lingual transcription listening atau bisa juga Dapat dikatakan bahwa mahasiswa semester IV Program Studi Pendidikan Bahasa Inggris lebih menyukai metode listening audio-lingual transcripts dalam proses pembelajaran di Universitas Muhammadiyah Makassar.

Kata kunci: Transkrip Audio lingual, Listening Comprehension, Perspektif Mahasiswa.

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Finally, the author hopes that this thesis can be useful for those who need it, and hopefully it can be accepted by the readers. However, the researcher realizes that this thesis is not perfect. All suggestions and constructive criticism from other parties for the perfection of this thesis.

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The Researcher

Wika Rukmayana

LIST OF CONTENTS

COVER

APPROVAL SHEET.....i

COUNSELLING SHEET.....ii

MOTTO.....iv

ABSTRACT.....v

ABSTRAK.....vi

ACKNOWLEDGEMENT.....vi

LIST OF CONTENTS.....ix

LIST OF TABLE.....xi

LIST OF FIGURE.....xii

CHAPTER I INTRODUCTION.....1

A. Background1

B. Research Problem.....4

C. Objective of the Research5

D. Research Significance.....5

E. Scope of the Research5

CHAPTER II REVIEW OF RELATED LITERATURE.....6

A. Previews of Related Findings.....6

B. Some Pertinent Idea.....8

1. The Concept of Audio-Lingual Transcript Method.....8

a. Definition And Characteristic Audio-Lingual Transcript.....	8
b. The Technique of the Audio-Lingual Method.....	10
c. The Principles of the Audio-Lingual Method.....	11
d. Advantages of the Audio-Lingual Method	12
e. Disadvantages of the Audio-Lingual Method.....	13
f. Main Features of the Audio-Lingual Method	14
2. The Concept of Listening.....	15
a. Definition Listening and Listening Comprehension.....	15
b. Teaching Listening Comprehension	16
c. Listening For the Main Idea.....	17
d. Listening For General Understanding.....	18
e. Listening In Learning.....	18
f. The Importance of Listening.....	19
g. Types Of Listening.....	20
3. The Concept of Learners Perspective.....	20
a. Definition Of Learner's Perspective.....	20
b. Factors Influencing Perspective.....	22
C. Conceptual Frameworks.....	24
CHAPTER III REASEARCH METHODOLOGY.....	25
A. Research Design.....	25
B. Research Subject.....	25
C. Research Instrument.....	25
D. Technique Data Analysis.....	26

CHAPTER IV FINDINGS AND DISCUSSION.....	28
A. Findings.....	28
B. Discussion	41
CHAPTER V CONCLUSSION AND SUGGESTION.....	44
A. Conclusion.....	44
B. Suggestion	44
BIBLIOGRAPHY.....	46
APPENDIX.....	49
CURRICULUM VITAE.....	86



LIST OF TABLE

Figure 4.1 Results of Research Questionnaire Statements.....	29
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LIST OF FIGURE

Figure 2.1 Conceptual Frameworks.....	24
Figure 4.1 First Statement.....	30
Figure 4.2 Second Statement.....	31
Figure 4.3 Third Statement.....	32
Figure 4.4 Fourth Statement.....	32
Figure 4.5 Fifth Statement.....	33
Figure 4.6 The Sixth Statement.....	34
Figure 4.7 Seventh Statement.....	34
Figure 4.8 Eighth Statement.....	35
Figure 4.9 The Ninth Statement.....	36
Figure 4.10 Tenth Statement.....	36
Figure 4.11 Eleventh Statement.....	37
Figure 4.12 The Twelfth Statement.....	37
Figure 4.13 The thirteenth statement.....	38
Figure 4.14 Fourteenth Statement.....	39
Figure 4.15 Fifteenth Statement.....	39

CHAPTER I

INTRODUCTION

A. Background

Language is one of the things that is very important to us because we use it to communicate with other people. Thus, language is a complex and dynamic conventional symbol system that uses various modes of thinking and communicating. Therefore, it can be defined that socially shared codes or conventional systems aim to represent the whole concept using arbitrary combinations that can be governed by the rule of symbols. According to Kridalaksana and Djoko Kentjono (in Chaer, 2014:32) Language is a system of arbitrary sound symbols used by several members of a social group to work together, communicate, and identify themselves. So, the main function of language is as a means of communication between humans.

English is one of the most important foreign languages in the world. Half of the world's population uses English to communicate either as a second language such as (Malaysia, India, etc.) or a foreign language (Korean, Japanese, and Indonesian). Indonesia is one of the countries that use English as a foreign language. As an international language, of course, English is very important to learn, especially at school. English is a compulsory subject that is taught in junior high and high school not only that, at the campus level one of them is at the Muhammadiyah University of Makassar. English is used as the main subject and

English is taught to develop oral and written communication skills. It is also used to transfer information and knowledge.

Therefore, there are four skills in learning English such as listening, speaking, reading, and writing. One of the basic skills of English language skills is listening. This needs to be learned by fourth semester students who are studying listening comprehension and mastering all skills, especially listening learning. It is important for students to be able to hear different listening materials. Students must have listening competence to understand listening material. When students are first learning a language, they generally have to listen to words several times before they can recognize and pronounce the words.

Listening is one of the most important parts in learning English because by listening we can know many meanings such as vocabulary and pronunciation. Based on Devito (2013) Listening can be interpreted as an active process of receiving stimuli (stimulus) in the ear (aural). Therefore, listening is an action that does not just happen without realizing it but must be done intentionally. Therefore, in this study the authors chose listening learning to be studied. So, the most important thing in listening we must understand what is being heard.

Based on Purdy & Borisoff (1997) defines listening comprehension as "an active and dynamic process of paying attention, understanding, interpreting, remembering, and responding to what is expressed (verbal and nonverbal), needs, attention, and information offered.

There are several ways that are used to practice listening comprehension, one of which is by using audio lingual using introductory material. So, there are several

things that we can look at later, such as the perspective and extent of students' understanding in learning listening comprehension using the audio-lingual transcript method.

Therefore, this study uses the Audio-lingual Transcript method as a way to implement learning in the listening comprehension class. Based on Ghazali (2010:94) The audio lingual learning method is an extension of the structural approach, besides that this method also emphasizes the importance of language patterns in teaching and views spoken language as the most important form of communication so the authors use this method by developing an audio lingual method by providing transcripts.

A transcript is a container that contains text. This is a simple way to create captions, so that the transcript contains only the text spoken in the video. A transcript is a container that contains text. This is a simple way to create captions, so the transcript contains only the text spoken in the video.

According to Brown (1988:135) said that combining several new ideas about language learning that came from the disciplines of descriptive linguistics and behavioural psychology then became what is known as the Audio-lingual Method. In addition, the Audio-Lingual Method is used to create a pleasant classroom atmosphere and also helps students to be able to use the target language communicatively. Some students' skills in listening learning have difficulty in understanding the audio content.

Therefore, the writer wants to know the perspective of Muhammadiyah Makassar University students in learning listening using audio-lingual transcripts.

Perspective itself is a person's view of an event or a person's point of view in choosing opinions and beliefs about something. In this case, the audio-lingual transcription method has its own uniqueness, namely it plays an important role for fourth semester students in learning listening comprehension by increasing understanding and making it easier for them to listen, also accompanied by audio transcripts containing video songs. Visible and easy to understand. The use of audio-lingual transcripts can improve and create an active classroom atmosphere so that students are more enthusiastic in participating in learning,

Based on the audio-lingual transcription method, the audio-lingual transcription method is carried out in a listening class using audio with English learning which includes video and audio. Which contains a transcript of the lyrics of a song by Avril Lavigne entitled Wish You Were. Ors text that can be seen and read. Therefore, through a qualitative descriptive method using interviews, this research is very interesting to study because it wants to know how the views of fourth semester students majoring in listening to understanding at the University of Muhammadiyah Makassar in listening to introductory material through audio-lingual. Therefore, some students' skills in listening learning have difficulty in understanding audio content.

B. Research problems

Based on the background of the problem above, the researcher wants to formulate research questions:

What is the perspective of fourth semester students at Muhammadiyah Makassar University in learning to listen using audio-lingual transcripts?

C. Research purposes

To find out the perspective of fourth semester students at Muhammadiyah Makassar University in listening to audio-lingual transcripts.

D. Research Significance

This research is expected to be useful information for many people in the learning process, such as:

1. In theory, this research can increase knowledge about the point of view of audio-lingual listeners.
2. For further researchers, this research can be used as a reference if in the same discussion.
3. For readers, this research can increase knowledge in the field of audio lingual.

E. Scope of Research

The scope of this research is to find out the perspectives of fourth semester students in learning listening comprehension by using audio lingual transcripts. This research focuses on knowing the perspectives of students in learning listening comprehension.

CHAPTER II

RELATED LITERATURE REVIEW

A. Related Finding Preview

Researchers took 4 preview studies related to this research.

The first, from Graham (2006) with the title Listening Comprehension: Learners Perspective. In this study, the aim was to find out about students' perspectives with findings and investigations of perceptions held by English students aged 16-18 years about listening comprehension in French. This study used qualitative, semi-structured interviews and questionnaires.

The second researcher, from Abduh (2016) with the title the use of audio lingual methods in teaching listening comprehension to second grade students of Smk Yapip Makassar Sungguminasa. This study aims to determine the use of the audio-lingual method in helping students understand listening skills, this study uses classroom action research, and the findings indicate that the use of the audio-lingual method can help improve students' listening skills. .

The third researcher, from Ghofur (2016) with the title of teacher and student perceptions of the application of the audio-lingual method in improving English speaking skills. This study aims to determine the perception of English teachers and students on the application of the audio-lingual method in improving English language skills. This study uses a qualitative approach. The results of this study reveal that the use of the audio-lingual method greatly influences the teacher, while the students only follow

the various exercises that have been given by the teacher and the activities in the class become more lively and fun. .

The last researcher, from Hirayani (2014) with the title *The Effect of Using Audio Lingual Methods on Students' Listening Skills: An Experimental Study at SMPN 11 Mataram in the 2013/2014 Academic Year*. This study aims to determine whether the use of the audio-lingual method is effective in improving students' abilities. This research is an experimental study using a pre-test and post-test control group design. The results of this study while the average value of students in the experimental class was (15.12) and for the control class (3.53). Meanwhile, there was a significant difference in listening ability in the two groups after receiving treatment. This can be seen from the results of the t-test, which is 3.34 which is higher than the t-table value at the 0.05 level (95%) of 1.9990 and the 0.01 (99%) level of 2.6575 at the degree of freedom of 62.

Based on the four studies above, both research on listening comprehension and using audio-lingual transcription methods. While this study refers to descriptive qualitative research using the audio-lingual transcription method, where at the time the research was conducted, the researcher provided an audio with an introductory topic containing a transcript or text in the audio video.

B. Some Partinent idea

1. Concept of Audio-Lingual Transcription Method

a. Definition and Characteristics of the Audio-Lingual Transcript Method

The audio lingual transcript method is the most frequently used language learning method in English classes. The audio-lingual transcription method was applied mainly to the listening section. According to Brown (1998) The audio-lingual transcription method is a method that emphasizes word repetition to help students use the target language communicatively. Therefore, the use of the Audio-lingual transcription method can improve students' listening comprehension skills. In addition, the Audio-Lingual Transcript Method also aims to develop students' listening competence through audio, both through audio conversations and introductions.(Haryani & Putry, 2020)

Several people from all over the world, show a very strong and persistent interest in today's modern languages. Dissatisfaction with the traditional method, its validity, and its adequacy, especially with its treatment of spoken language, led to the birth of the Audio-lingual method based on the aural-oral approach. It also emphasizes the acquisition of spoken language skills through oral practice based on repetition and analogy(Larsen-Freeman, 2000).

In addition, the audio-lingual transcription method is widely used by language teachers, including: English teachers. In this method, the

practice emphasizes deeper listening, in the form of dialogue, introductions, and so on so that students are expected to listen.

The audio-lingual transcription method is also commonly referred to as part of the direct method development which is felt to have weaknesses, especially in explaining things that are usually learned by students and are difficult to understand.(Sbai & Ouakrime, 2016).

Therefore this method, emphasizes language teaching through listening and imitation(Maaliah et al., 2017), the beginning of the audio-lingual transcription method results from three historical circumstances. First, the emergence of linguistic figures who pay attention to the observation and development of spoken language (oral language learning). Second, the emergence of psychological behaviorism which believes that all human behavior (including language) is taught through repetition and is influenced by positive and negative reinforcement learning reinforcement. Third, the outbreak of World War II, when America recruited many soldiers for military purposes around the world. This military-style teaching methodology is the forerunner to the development of the next audio-lingual method(Abu-Melhim, 2009).

According to Prator and Celce-Murcia in Brown & Dowling (1998), the characteristics of the Audio-lingual method can be summarized in the following list:

1. New material that will be presented in the form of dialogue

2. These include reliance on mimicry, memorizing predefined phrases, and overlearning
3. In Structure sorted through contrastive analysis and taught one by one
4. Structural patterns can be taught using repetitive practice
5. There is little or no grammatical explanation. Grammar is taught through inductive analogy rather than by deductive explanation
6. In very limited Vocabulary and learned in context
7. There is a lot of use of tapes, language labs, and very important visual aids attached to pronunciation
8. Very little use of mother tongue by teachers is allowed
9. Successful responses are immediately amplified

b. The Technique of Audio-Lingual Transcript Method

According to Haryani & Putry (2020) using the audio lingual transcript method with continuous practice can improve listening skills and easily face difficulties in distinguishing how to pronounce words, phrases, or sentences correctly, therefore listening skills training is very necessary.

There are many ways to improve students' listening skills, one of which is Audio Lingual. The audio-lingual transcription method is an approach that emphasizes vocabulary and trains grammatical sentence patterns based on context and without errors. It is also believed that with lots of practice dialogue will develop spoken language skills or based on speaking abilities and qualifications.

Larsen-Freeman (2000:47-50) provides an expanded description of some common or typical techniques closely related to the Audio-lingual Method. Some arguments about the emphasis or importance of the subject matter with the importance of the method. Therefore, methods have been applied in teaching English in an effort to improve outcomes, such as the Direct Method, Total Physical, Response Method and Audiolingual Method. This exercise as part of the Audio-lingua transcription method, has been applied to teach English especially in listening. In this case, teaching English as a foreign language makes teachers and students try to use English as a language of communication, the better our students will master English. In achieving the objectives of teaching listening, appropriate user methods are needed.

c. The Principles of Audio-Lingual Method

The principles of the Audio-lingual method are as follows:

1. Instructions are given in the target language
2. Forms of language occur in context
3. The student's mother tongue as little as possible interferes with students' efforts to acquire the target language
4. Analogies provide a better basis for language learning than analysis
5. Mistakes are avoided carefully as they lead to the formation of bad habits
6. Positive reinforcement helps students develop the right habits
7. Students are encouraged to learn to respond verbally and non-verbally

8. The teacher is considered the leader of the orchestra who leads, guides and controls the behavior of the students in the target language.
9. Teaching is directed at equipping students with native speakers like models.

d. Advantages of the Audio-Lingual Transcription Method

Like other teaching methods, the audio-lingual approach has its advantages and disadvantages. However, there are some scholars who often disagree about what constitutes an advantage or a disadvantage, depending on their pedagogical perspective; thus, making this audio-lingual method a great topic of debate. Among its advantages is one of the important features that emphasizes aural-oral skills. According to Castagnaro (2006) is that better listeners and speakers make better readers and writers too; therefore, emphasis on listening and speaking. This gives rise to another advantage of the audio-lingual method. By emphasizing the importance of correct pronunciation, with special attention focused on intonation. By developing students' sensitivity to intonation, they become better equipped to recognize intonation functions, that is, they recognize questions, statements or commands based on the intonation used. Because the teacher makes a deliberate effort to correct errors in the early stages of learning, speech errors are corrected before they become persistent or petrified. In addition, exercises familiarize students with situational conversations in the target language; thus enabling those to enter dialogue more precisely to get a feel for how native speakers interact verbally. One final advantage is the

emphasis placed on the cultural background of second language speakers. In understanding culture in the form of language, students can get acquainted with different nuances of meaning, especially because language and culture have a deep influence on each other.

e. Disadvantages Of the Audio-Lingual Transcript Method

One of the most important weakness of the audio-lingual method is when students feel bored and bored. So, it doesn't stimulate their interest and once class starts, students will find repetitive exercises like mechanics and maybe not interesting. While this approach may be more attractive to children, adult learners are rarely of interest, and as such, show little long-term retention rates.

As Margolis (2002) shows that the audio-lingual approach results in a “lack of student motivation” which mostly arises from the “practice pattern” which tends to be boring. And indeed, opponents see the mechanism and process of rote learning as a major weakness. In essence, students do not learn to communicate spontaneously as native speakers do. Instead, they memorize a set phrase and repeat it. Reign. Diller says Pattern exercises require students to think only about the mechanics that manipulate grammatical structures. He is not required to think in language when he does pattern exercises. Based on Margolis (2002) adds that the audio-lingual method relies heavily on "pattern training and" dialogue routines of highly structured, rigid speech." He questions "whether practicing or not" these utterances adequately prepare a person for free-flowing spontaneous speech.

Conversational interaction if they want to learn a second language effectively. Thus another weakness of the audio-lingual method relates to the use of audio-visual tools (ie, videos, language laboratories). Existing tools can be useful if used properly; however, if used excessively, its critical verbal exchange between student and teacher becomes unimportant.

f. Main Features of the Audio-Lingual Transcription Method

As with other foreign language teaching methods, namely the audio-lingual approach, it is identified in certain ways, such as: Characteristics, many of which may be the same as other foreign language teaching techniques. Perhaps the most important feature of the audio-lingual method is sequential language skills, namely listening, speaking, reading and writing. Therefore, aural-oral skills are given high priority in this scheme. In addition, this skill indicates that a learner must first listen to the language before other skills are learned.

The theory is that good listeners will eventually become better speakers because they are learners who have to focus their attention on actually hearing what is being said. Only then will they be able to internalize linguistic features such as pronunciation and intonation; thus, making them more effective speakers. After developing listening and speaking skills, the next logical development in this sequence is Reading. Once the speaker arrives at closer mastery of the first two skills, reading becomes

It's easier and more natural, especially since the reading material covers the same topics as listening and speaking exercises. Particular attention is

paid to the correspondence of sound symbols during this stage. Writing is considered as a subordinate or supporting activity for oral learning.

2. The concept of Listening Comprehension

a. Definition of Listening and Listening Comprehension

Listening comprehension is the process of understanding the meaning of what is heard. Based on Rost (2002) who says that listening is a mental process for constructing meaning from verbal input. So listening is very important in the process of learning English.

Helgesen & Brown (2007:24) also says that listening is an active process, the goal is only to understand what we hear. However, in the process, it is very important to construct the meaning of the utterance to understand the purpose of what the other person is saying. Therefore, when having a conversation, we must listen to each other to be able to express ideas, and provide feedback. Both from the listener and the speaker, so they try to interact with each other to get the implied meaning.

Listening is an important skill and is needed by fourth semester students at Muhammadiyah University of Makassar to improve their English skills in class. According to the Minister of National Education (22/2006) said that the purpose of teaching Listening for the world of education is understanding the meaning of students in functional oral texts and simple monologues in descriptive texts and procedures interact with each other.

According to Machado (2015:223) state that; Listening skills are language arts skills that are learned, and developed before a child speaks. So the ability to listen is to understand and identify what other people are saying. Therefore, listening comprehension is one of the important skills in learning English.

According to Abduh (2016) Listening comprehension is a process that involves understanding the speaker's accent or pronunciation, the speaker's grammar and vocabulary, and understanding meaning. Therefore, the process is very influential on listeners who are learning listening comprehension to understand the meaning of the words they hear.

b. Teaching Listening Comprehension

Based on River (1996) In learning listening comprehension, before the teacher can begin to design a series of activities that will train students in listening comprehension, the teacher must understand the nature of the skills to be developed. So, while listening to a foreign language can be analysed as it involves two levels of activity, both must also be taught.

The first thing to do is level recognition, which involves identifying words and phrases in their structural relationships, timelines, terms and logical modifications, and phrases that are over-interpolated that don't add to the development of the line of thought.

The second is the level of selection, where the listener draws out of the communication those elements that seem to contain the essence of the message. Besides that In order for a student to be able to listen to a foreign

language easily in normal situations, he also needs thorough training at the recognition level so a lot of practice in selecting the specific details of the sound stream. Training at the introductory level should start from the first lesson. This does not imply hope that something will happen. There was once a period when teachers were encouraged to surround their students from the outset with a fog of completely foreign language speech, thereby reinventing in the classroom, so to speak, a situation where students would find themselves if suddenly transferred to another. Country. Where is the language used?

The first step in listening comprehension training is well fulfilled in dialogue learning. Students continuously hear the material they are learning repeated by the model, by other students and by themselves. In this way, he forms an acoustic image of these short utterances so that he can recognize them without analysis. The danger in this situation is that such an acknowledgment may remain only at an acoustic level, the student no more than realizing the meaning of what he is saying. To ensure that the phrases he learns will be useful also on a selective level, frequent opportunities must be provided for their application to communication situations in class groups, where the true level of understanding can be clearly demonstrated with appropriate responses. Both physically and verbally. This response,

c. Listening to the Main Idea

In terms of Understanding the main idea in a passage listening i.e. speaking is a very important listening skill just like understanding the main

idea in a written passage is an important reading skill. So therefore, the main idea is the main point of a statement or part of the broad general concept of all the words expressed. Big idea, without the smaller details or unrelated additional information. Paragraphs also have a topic sentence that contains the main idea that is often put forward first. Such questions are possibly worded in various ways, for example, students can ask to identify a topic, subject, main idea, or main idea. These questions really ask for one main point the speaker is trying to convey on the recording.

d. Listening For General Understanding

Listening for 'general' understandings such as not meaning stopping for every word, or analyzing everything the speaker has said is included in the text. By encouraging students to listen to the recording quickly before plunging into it for details, the researcher helped them to gain a general understanding of what it was all about. This will help them when and if they listen to more specific information. The essence of reading and listening, to get to the "core" of something is not a lazy choice. The reader or listener has made the choice not to pay attention to every detail first, but to use their processing power to get to the point, ie. More of a top-down view, from what it says.

e. Listening in Learning

Based on Machado (2015:223) state that; a Listening skills are the first language arts skills are learned, and are developed before a child speaks. Listening is the ability to identify and understand what others are saying. It

involves understanding the speaker's accent or pronunciation, grammar, vocabulary, and understanding meaning. Therefore, listening is one of the important skills in learning English but in reality, listening is still low in practice. According to Richards, (2008) quoted in Ratebi & Amirian (2013) Listening is an important aspect of communicative competence and the most frequently used language skill. So that when students have listened to something, listening skills improve in learning and it is easier to communicate.

f. The Importance of Listening

One of the good listening skills can make students more productive. Thus, the ability to listen carefully will enable one to understand the task in a better way and know what to expect, as well as answer questions, and discover the underlying meaning of what others are saying. Moreover, Listening is used for more than any other listening language skill in everyday life. On average, we also cannot expect to hear twice as much when we speak, four times as much as we read, and five times as much as we write. Based on River (1996); Weaver (1972) in Celce-Murcia (2001), the importance of listening cannot be underestimated; This is important so that it is not taken lightly in the second language and foreign language curriculum. During the 1980s new instructional frameworks featured functional language, the communicative approach also paid special attention to listening.

g. Type of Listening

According to Murcia c. 1996(in Haryani & Putry, 2020)There are three types of listening, namely:

1. Repeated listening or imitating and memorizing Listening and repeating is a key component of audio-lingual situation instruction and so this model continues to be used in various programs. Listening or repeating is also a technique commonly used for other types of pronunciation work from the instruction format. Here the learner or students are asked to listen, in order to "hear" models such as sentences, phrases, words and sounds and others to be generated.
2. Listening to understand or understand meaning as a communicative function of language
3. Listening is the main focus in the “comprehension approach”.

3. The concept of Learner’s Perspective

a. Definition of Learner’s Perspective

The perspective of students is their point of view on something they see. Therefore, perspective is a point of view. Many of these views come from human experience in living life. So that from this experience was born a thought that can make people's perspectives or views different. Perspective itself is also known as the point of view of an event.

According to Martono (2010) “Perspective is the perspective used by humans when looking at a phenomenon or a problem that is currently

happening”. Therefore, in a person's perspective different thoughts in terms of looking at something.

The notion of perception has been described from several figures in the field of psychology in various formulations, as follows:

The perspective process occurs because of external stimuli such as individuals. The stimulus is received through the five senses, then interpreted, so that it has meaning for the person concerned. The existence of stimuli from outside the individual results in a process within the individual, and in the end will provide a response. (Kartini Kartono, 1984:57.)

- a. The process of organizing and combining sensory data or our senses to be developed in such a way that they can be aware of what is around them, including themselves (Davidoff, 1988: 232).
- b. The experience of objects, events, or relationships obtained by inferring information and interpreting messages. (Grace, 1985:64).
- c. Perspective is also defined as views, observations or individual responses to objects, events, human behaviour or things they encounter every day (Mulyono, 1978: 22).
- d. In addition, in other words, perspective itself is a paradigm which means the way people view something, perceive or believe in something. (Covey, 2001:31).

Based on the definitions above, perspective can be formulated as a view, how individuals view something, responses, opinions, interpretations, and individual comments or a belief that seems to focus on objects, whether people, objects, events, behaviors, or things. . . Found every day.

b. Factors influencing Perspective

Perspective itself is the result experienced by a person against certain objects, events, or experiences that can be accepted and understood by the recipient of the stimulus or stimulus so that it can produce knowledge about the surrounding environment. The stimulus itself is anything that hits the receptor so that the organism becomes active (Walgito, 2004: 87). Stimulus can come from within and from outside the individual. But most of them come from outside the individual. Perception is influenced by many factors, namely: (a) attention given to selective, (b) stimulation, (c) individual values and needs, and (d) previous experience (Irwanto, et al, 1988: 76-77). Each of these factors can be explained as follows:

a. Selective attention

Every individual who interacts with the environment. Then Interaction. This affects the individual to receive stimuli from the surrounding environment. Stimulus or stimulus received by individuals varies greatly, so individuals need to choose to focus on

certain stimuli. Attention as a step to prepare perception is the concentration or concentration of all individual activities on an object or group of objects. This attention also to an object, among others, depends on the intensity of the object itself (Walgito, 2004: 98).

b. Excitatory characteristics

In the perspective of doing, the stimulus received must be strong until it passes the stimulus threshold, at least it can be accepted by the individual (Walgito, 2004: 46). Changed stimuli are more easily and quickly received by individuals than static stimuli. Stimuli with a large size and received repeatedly, the easier the individual accepts it (Irwanto, et al, 1988: 76).

c. Individual values and needs

Davidoff (Walgito, 2004: 89) suggests that the perspective itself is individual, so that individual perceptions can differ from one another. This difference is also determined by the values and needs of the individual himself. Values and needs become the object of individual attention in receiving stimuli.

d. Past experience

The individual's attention to the stimulus can also be determined by the individual's previous experience with the relevant stimulus. Past experiences greatly influence individuals in expressing their perceptions of their world (Irwanto, 1994:97)

C. Conceptual framework

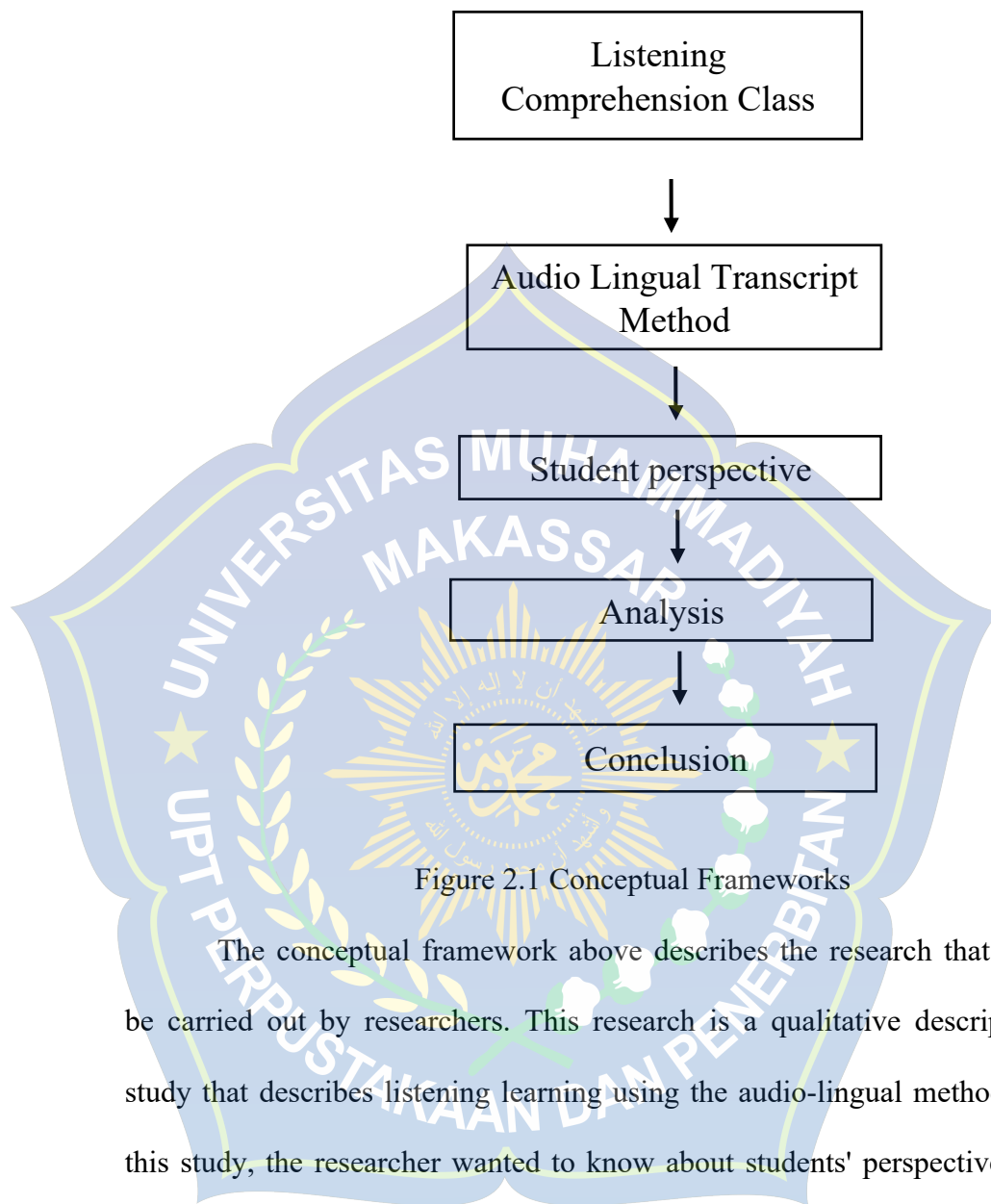


Figure 2.1 Conceptual Frameworks

The conceptual framework above describes the research that will be carried out by researchers. This research is a qualitative descriptive study that describes listening learning using the audio-lingual method. In this study, the researcher wanted to know about students' perspectives in listening learning

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

Research design is important in research. The method that used by the researcher is a qualitative descriptive approach because this study wants to describe the perspectives of fourth semester students at the University of Muhammadiyah Makassar. Based on Moleong (2007) Qualitative research is research with a view to understanding a phenomenon about what is experienced by research subjects such as behaviour, perception, motivation and action.

B. Research subject

The subjects of this research are fourth semester students who have the subjects of this research are fourth semester students who have participated in learning English listening comprehension using the audio lingual method as many as 21 students in class 4A. However, the researchers only took a sample of 15 students with the criteria of 4 male and 11 female studying at the Muhammadiyah University of Makassar.

C. Research Instruments

The research instrument used in this study was a questionnaire prepared by the researcher himself. This questionnaire was prepared to obtain data on the perspectives of 4th semester students in learning listening through the audio-lingual transcript method.

1. Questionnaire listening comprehension

This questionnaire contains statements about the use of the audio lingual method with listening comprehension learning. This questionnaire is closed, meaning that this questionnaire contains statements with answers that are already available as alternative answers, so that respondents just choose among the available alternative answers according to themselves.

According to Sugiyono (2017:230) Questionnaire is a data collection technique by providing a list of written statements to be answered by respondents. Therefore, the researcher used a questionnaire to be distributed to fourth semester students in the English listening comprehension class.

2. Interview listening comprehension

According to Esterberg in Sugiyono (2018:72) An interview is a meeting conducted by two people to exchange information or exchange ideas by means of question and answer, so that conclusions or meanings can be drawn about a predetermined topic. Therefore, the researcher also used interviews with fourth semester English students in the listening comprehension class to obtain data about their perceptions of learning listening comprehension using audio-lingual transcripts.

D. Technique of Data Analysis

There are several stages that will be carried out by researchers to obtain data. First, the researcher will observe the fourth semester English students who are learning listening comprehension. Second, the researcher collected data by using interviews, after which distributed questionnaires to students to fill out. Then, analyze the data that has been collected and conclude the

research results. Based on Sugiyono (2017:427) said that: "Data analysis is one of the processes in which search and systematically organize interview transcripts, field notes, and other materials that have been collected to enhance the understanding gained and make it possible to present what you already have. And what others have. Found." So, the researcher will analyze the data after the data from the interviews are collected.

1. Reading/memorize data

The researcher will read the results of the interview and collect the information that has been obtained in the questionnaire

2. Describing data

After collecting data specifically from the results of previous interviews, the next step the researcher will provide an overview of what is produced in general. So, at this stage the research problem will be answered.

3. Classifying data

At this stage the researcher will classify the data into detail. Then the researcher will write a summary of the results and conclude the data analysis from this research so that it can be used as a reference in listening learning.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion. The findings explain the results of data collected from questionnaires and interviews. Explain and interpret findings. The results of the research on the perspectives of fourth semester students who have studied listening comprehension using the audio-lingual method of English transcripts are described in the following description.

A. Research Findings

From the results of research that has been carried out on students of the English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, the sample in this study is semester 4 (Four) class A as many as 15 students, the purpose of this study is to find out the perspective of semester students IV. University of Muhammadiyah Makassar in listening to audio-lingual transcripts.

The results of research that has been carried out by researchers to respondents (students/students) using research questionnaires, namely:

1. The student's perspective toward Audio lingual method with transcript on listening comprehension
 - a. Reading / Memorizing Data

The results of the questionnaire from fifteen statements that have been made by researchers to answer the problems that have been raised

about students' perspectives in learning listening comprehension using audio
lingual transcripts, can be seen in the following figure:

Table 4.1
Research Questionnaire Results

No	Statement	Questionnaire Assessment Results				
		Strongly agree	Agree	Normal	Don't agree	Strongly Disagree
1	Learning to use the audio-lingual transcription method can improve my listening skills	20.00	60.00	-	13.30	6.70
2	The application of the audio-lingual transcription method using the drill technique (practice) can help my English in listening more fluently	20.00	46,70	13.30	6.70	13.30
3	I am not always eager to listen to English when I use the audio-lingual transcription method	-	13.30	33.30	40.00	13.30
4	English listening learning activities using the audio-lingual transcript method are the same as my learning style	-	26,70	53.30	13.30	6.70
5	Since learning to use the audio-lingual transcription method, I have been more diligent in practicing listening to English	6.70	33.30	46,70	6.70	6.70
6	Learn to listen to English comprehension using an easy-to-understand audio-language transcription method	6.70	53.30	26,70	6.70	6.70
7	In learning to listen with the audio-lingual transcription method, it makes it difficult for me to interpret what I hear	-	13.30	46,70	26,70	13.30
8	Learning to listen to comprehension using the audio-lingual transcription method makes you bored quickly	-	-	53.30	26,70	20.00
9	Learning to use the audio-lingual transcription method is fun	6.70	46,70	26,70	6.70	13.30
10	The use of audio-lingual transcription methods plays an	13.30	60.00	6.70	-	20.00

	important role in learning listening comprehension					
11	By using the audio lingual method, you can increase your vocabulary	13.30	60.00	6.70	6.70	13.30
12	In learning listening comprehension, cannot improve spelling	6.70	20.00	13.30	26,70	33.30
13	In learning to use audio-lingual can make you know grammar	20.00	26,70	33.30	-	20.00
14	In the use of audio-lingual transcripts can tell you the meaning or importance of audio content	20.00	53.30	6.70	13.30	6.70
15	Using the audio lingual method makes you less likely to practice your listening skills	-	26,70	20.00	33.30	20.00
Total value		133.40	540.00	386,70	226.80	213.30

b. Describing Data

From the statements that have been distributed to the respondents, the researcher collects the information that has been obtained in the questionnaire in the form of point-by-point explanations, while the statements and the results of the questionnaire can be seen in the following figure:

- 1) Learning to use the audio-lingual transcription method can improve listening skills

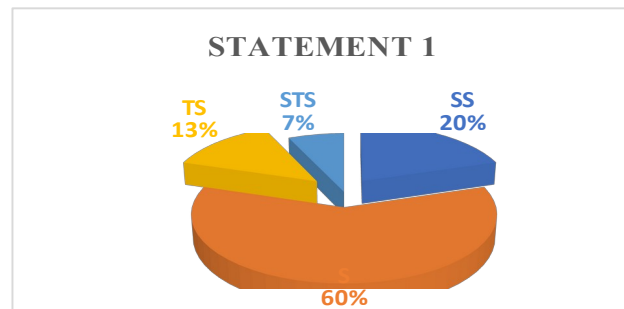


Figure 4.1 First Statement

In figure 4.1 with the statement Learning to use the audio-lingual transcription method can improve listening skills, it is known that respondents prefer to agree by 60%, respondents choose strongly agree by 20%, respondents choose to disagree as much as 13.30%.

In the first statement, the results of the questionnaire analysis interviewed students of the Muhammadiyah University of Makassar in class 4A from the first respondent said the reason was that *"learning listening using the audio lingual method with the transcript can make it easier for him to learn listening by knowing the words that exist"*.

- 2) The application of the audio-lingual transcription method using the drill technique (practice) can help my English in listening more fluently

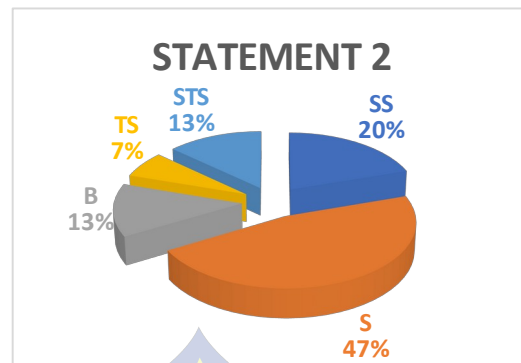


Figure 4.2 Second Statement

In figure 4.2 with the statement The application of the audio-lingual transcription method using the drill technique (practice) can help my English in listening more fluently, it is known that respondents prefer to agree that is 46.70%, respondents choose strongly agree by 20%, respondents choose strongly disagree as much as 13.30 %, respondents chose normal as much as 13.30%.

While the second respondent said *"the application of the audio-lingual transcription method using the drill technique (practice) can help my English in listening more fluently,"*

- 3) I am not always eager to listen to English when I use the audio-lingual transcription method

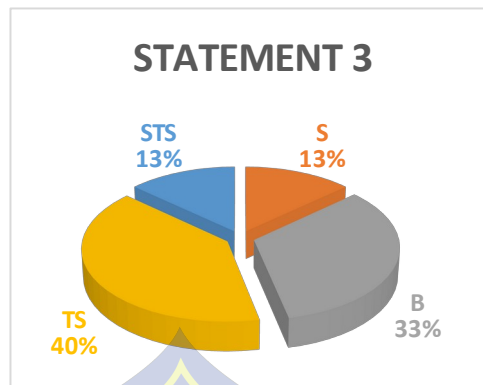


Figure 4.3 Third Statement

In figure 4.3 with the statement I am not always eager to listen to English when I use the audio-lingual transcription method, it is known that respondents prefer to disagree, namely 40%, respondents choose normal by 33.30%, respondents choose strongly disagree as much as 13.30%, respondents choose agree as much as 13.30%.

From the third respondent's perspective on the 15 statements in this questionnaire, *“using audio lingual transcripts can improve my listening skills so that I can think critically quickly and capture what is heard.”*

- 4) English listening learning activities using the audio-lingual transcript method are the same as my learning style

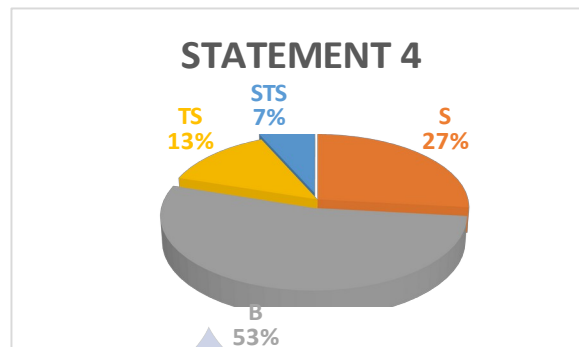


Figure 4.4 Fourth Statement

In figure 4.4 with the statement English listening learning activities using the audio-lingual transcript method are the same as my learning style, it is known that respondents prefer ordinary which is 53.30%, respondents choose to agree by 26.70%, respondents choose to disagree as much as 13.30%, and respondents choose strongly disagree as much as 6.70%.

From the fourth respondent's perspective on the 15 statements using the audio lingual method in class, one of them said that *"it has a very good impact on learning and learning is usually the same as my learning style"*. And this learning can also improve his vocabulary.

- 5) Since learning to use the audio-lingual transcription method, I have been more diligent in practicing listening to English

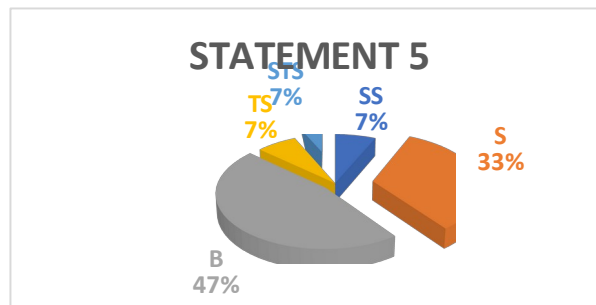


Figure 4.5 Fifth Statement

In figure 4.5 with the statement English listening learning activities using the audio-lingual transcript method are the same as my learning style, it is known that respondents prefer ordinary which is 46.70%, respondents choose agree by 33.30%, while respondents choose strongly agree, disagree and strongly disagree agree by 6.70%.

The fifth respondent regarding the perspective of 15 statements said that *"the use of audio lingual if repeated can improve hearing so that it is more fluent"*.

- 6) Learn to listen to English comprehension using an easy-to-understand audio-language transcription method

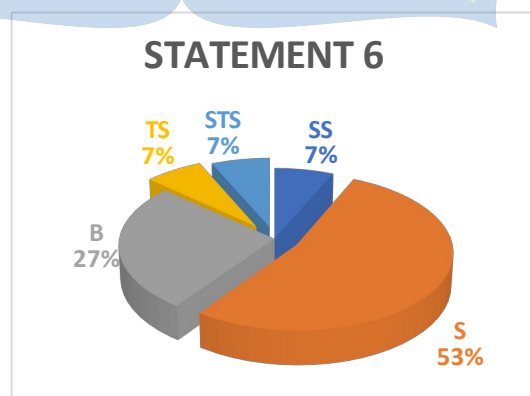


Figure 4.6 The Sixth Statement

In figure 4.6 with the statement Learning to listen to the understanding of English using an audio-language transcription method that is easy to understand, it is known that respondents prefer to agree which is 53.30%, respondents choose normal by 26.70%, while respondents choose strongly agree, disagree and strongly disagree by 6.70%.

From the sixth respondent's perspective on the 15 statements using the audio lingual method in class, one of them said *that "in learning listening comprehension using the audio lingual method sometimes improves my grammar knowledge"*.

7) In learning to listen with the audio-lingual transcription method, it makes it difficult for me to interpret what I hear

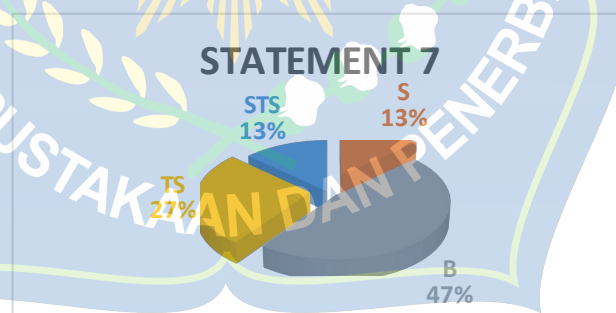


Figure 4.7 Seventh Statement

In figure 4.7 with the statement In learning to listen with the audio-lingual transcription method, it makes it difficult for me to interpret what I hear, it is known that respondents prefer ordinary which

is 46.70%, respondents choose disagree by 26.70%, while respondents choose agree by 13, 30% and respondents who choose strongly disagree by 13.30%.

From the seventh respondent's perspective on the 15 statements using the audio lingual method in class, one of them said that *"the use of this audio lingual method includes a transcript by listening to songs from Avril Lavigne and many new words so that it can improve my vocabulary"*.

- 8) Learning to listen to comprehension using the audio-lingual transcription method makes you bored quickly

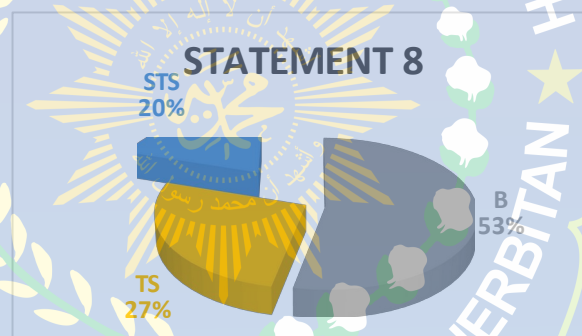


Figure 4.8 Eighth Statement

In figure 4.8 with the statement Learning to listen to understanding using the audio-lingual transcription method makes you bored quickly, it is known that respondents prefer ordinary which is 53.30%, respondents choose to disagree by 26.70%, while respondents choose strongly disagree by 20.00%.

From the eighth respondent's perspective on the 15 statements using the audio lingual method in class, one of them said that *"the use of the audio lingual method with the use of transcripts turns out to be easy to understand and my learning style sometimes doesn't look at the transcripts, but at this time of learning by listening to songs I see transcript so understand"*.

9) Learning to use the audio-lingual transcription method is fun

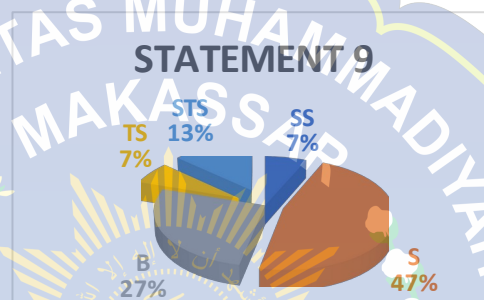


Figure 4.9 The Ninth Statement

In figure 4.9 with the statement Learning to use the audio-lingual transcription method is very fun, it is known that respondents prefer to agree that is equal to 46.70%, respondents choose normal by 26.70%, respondents choose strongly disagree as much as 13.30% while respondents choose strongly agree and disagree as much as 6.70 %.

From the ninth respondent from his perspective on the 15 statements using the audio lingual method in class, one of them said that *"the audio lingual method can improve my listening comprehension, especially if the transcript makes it easier for me, besides that I also*

agree that audio lingual is very important to train my understanding in learning ".

- 10) The use of audio-lingual transcription methods plays an important role in learning listening comprehension

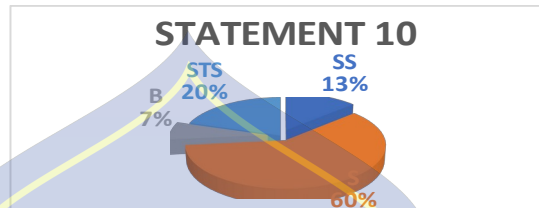


Figure 4.10 Tenth Statement

In figure 4.10 with the statement The use of the audio-lingual transcription method plays an important role in learning listening comprehension, it is known that respondents prefer to agree that is 60.00%, respondents choose strongly disagree by 20.00%, respondents choose strongly agree as much as 13.30% while respondents choose normal as much as 6.70%.

From the tenth respondent's perspective on the 15 statements using the audio lingual method in class, one of them said that *"the use of audio lingau makes me tend to develop my communicative competence"*.

- 11) By using the audio lingual method, you can increase your vocabulary

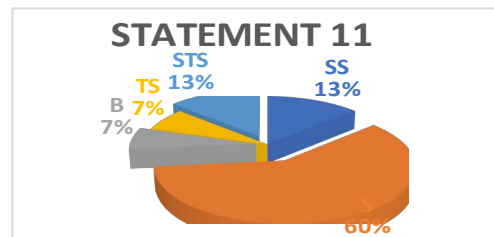


Figure 4.11 Eleventh Statement

In figure 4.11 with the statement By using the audio lingual method, you can increase your vocabulary, it is known that respondents prefer to agree which is 60.00%, respondents choose strongly agree and strongly disagree by 13.30%, while respondents choose normal and disagree as much as 6.70%.

From the eleventh respondent's perspective on the 15 statements using the audio lingual method in class, one of them said that "*the use of audio lingau makes my improve vocabulary.*"

12) In learning listening comprehension, cannot improve spelling

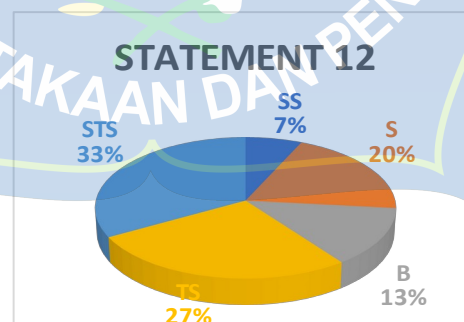


Figure 4.12 The Twelfth Statement

In figure 4.12 with the statement In learning listening comprehension, it is not possible to improve spelling, it is known that respondents prefer strongly disagree that is equal to 33.30%, respondents choose disagree by 26.70%, respondents choose agree by 20%, respondents choose normal as much as 13.30% while respondents voted strongly agree as much as 6.70%.

From the twelfth respondent from his perspective on the 15 statements using the audio lingual method in class, one of them said that *"in learning listening with the transcript, cannot improve spelling"*.

13) In learning to use audio-lingual can make you know grammar

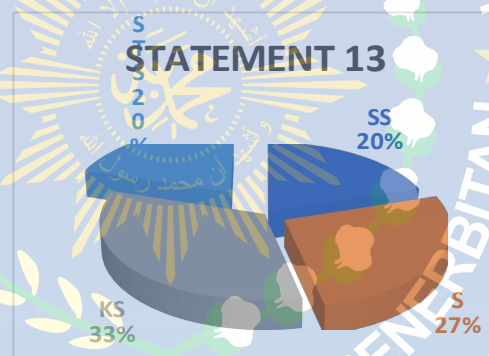
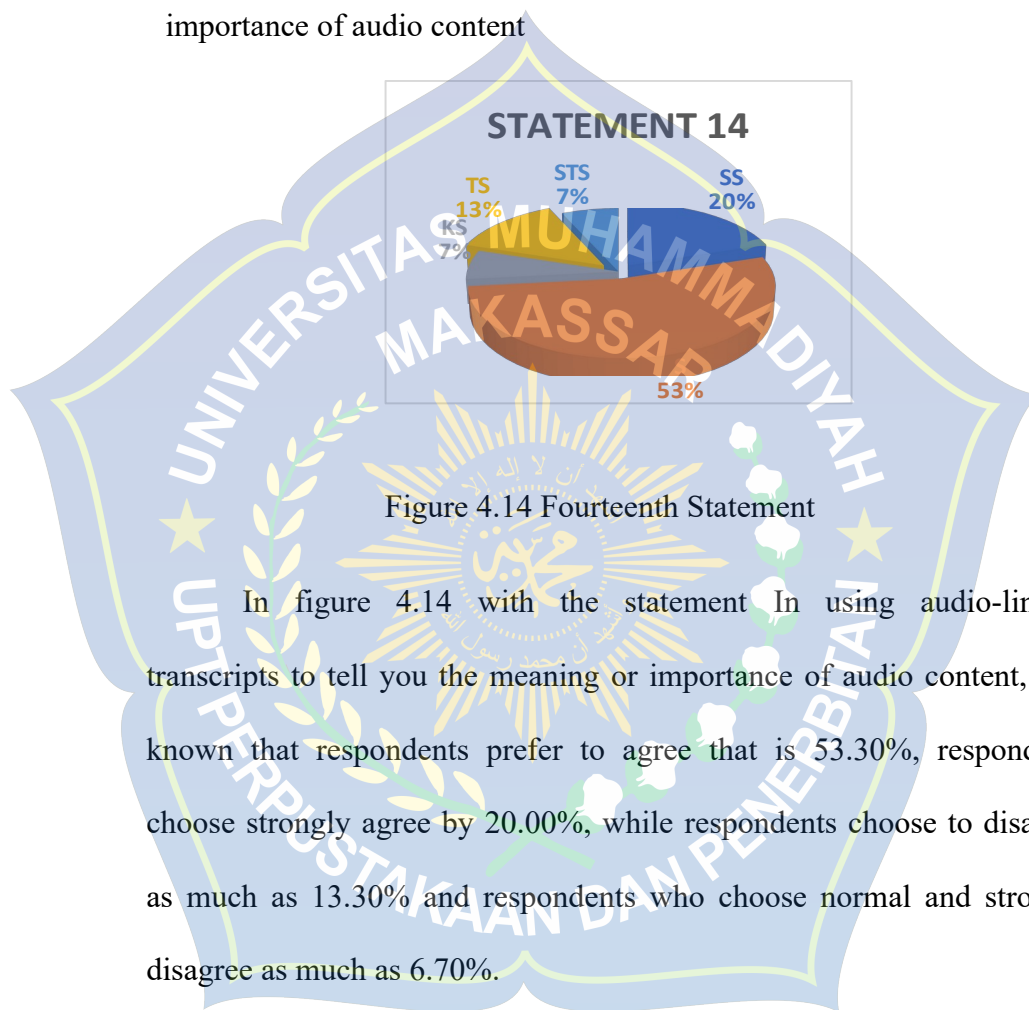


Figure 4.13 The thirteenth statement

In figure 4.13 with the statement In learning to use audio-lingual can make you know grammar, it is known that respondents prefer very ordinary which is 33.30%, respondents choose agree by 26.70%, while respondents choose strongly agree and strongly disagree as much as 20.00%.

From the thirteenth respondent's perspective on the 15 statements using the audio lingual method in class, one of them said that "*the use of the audio lingual method in class can improve grammar*".

- 14) In the use of audio-lingual transcripts can tell you the meaning or importance of audio content



From the fourteenth respondent's perspective on the 15 statements using the audio lingual method in class, one of them said that "*in learning using the audio lingual method can understand the content*".

- 15) Using the audio lingual method makes you less likely to practice your listening skills

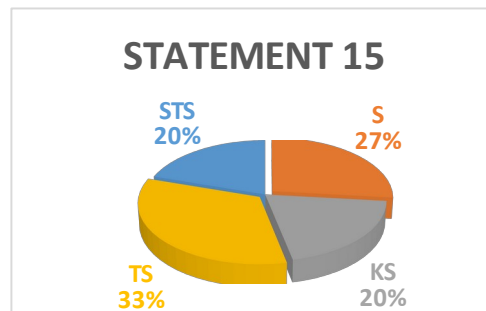


Figure 4.15 Fifteenth Statement

In figure 4.15 with the statement Using the audio lingual method makes you less likely to practice your listening skills, it is known that respondents prefer to disagree by 33.30%, respondents choose to agree by 26.70%, while respondents choose normal and strongly disagree as much as 20.20%.

From the fifteenth respondent's perspective on the 15 statements using the audio lingual method in class, one of them said *that "in learning using audio lingual it can improve my listening skills"*.

c. Classifying Data

The results of the research on the perspectives of fourth semester students who have studied listening comprehension using the audio-lingual English transcription method. It is known that the total number of respondents was more dominant in choosing to agree in this study with a total of 54.00%, while respondents chose normal in this study with a total of 38.67% and respondents chose not to agree in this study with a total of 22.68%, while respondents who choose strongly disagree in this study with

a total of 21.33% while respondents who choose strongly agree in this study with a total of 13.34%.

From the results of research that has been done with a questionnaire totaling fifteen statements, it is known that the majority of respondents chose to agree or in the good category, namely 54.00%, in learning English by using audio-lingual transcription. listening method or it can be said that the fourth semester students of the English Education Study Program prefer the audio-lingual transcription listening method in the learning process at the University of Muhammadiyah Makassar.

B. Discussion

In learning English, the English Education Study Program semester IV A uses the Audio-lingual method which contains a transcript. With the selection and determination of the learning method used by English lecturers because the purpose of the Audio lingual method with transcription method is in accordance with the learning objectives, so that students can speak English properly and correctly, besides that it is adapted to the majority situation. Students of the English Study Program who are not yet fully able to understand the language in the form of listening, and adapted to the teaching materials or material presented, namely the material provided by the lecturer, namely listening to a song from Avril Lavigne with the title "Wih You Were".

From the results of research that has been carried out by researchers with learning statements using the audio-lingual method with transcripts it can improve listening comprehension skills, so that respondents choose to agree as

much as 60% and strongly agree as much as 20%, therefore the reason respondents choose strongly agree and agree because with learning to listen with audio-visual media. Language transcripts make it easier to know words and can improve listening skills.

From the results of several respondents above, the researcher can say that the respondents chose to agree as much as 47%, quite agree as much as 20% and that is normal. as many as 13% on the grounds that drill techniques or practices can improve, while 7% disagree and strongly disagree as much as 13%, "because a small number of respondents have not been able to understand the form of improvisation practices and procedures."

According to the author, the consideration of using the Audio-lingual transcription method in learning the English Education Study Program is in accordance with several factors that must be considered in choosing a learning method.

Based on the observations made by the author, in general the implementation of Listening Comprehension learning with the Audio lingual transcript method in the English Study Program is in accordance with the implementation of English learning with the Audio lingual transcript method.

The learning process with the model of listening to music, either directly or through recordings. After the music is heard, all students in the class repeat the music, then follow the example or model created in the lesson. The audiolingual method explains the meaning of the sentences in the dialogue, for

that the teacher sketches the characters in the dialogue on the blackboard and shows the lines.

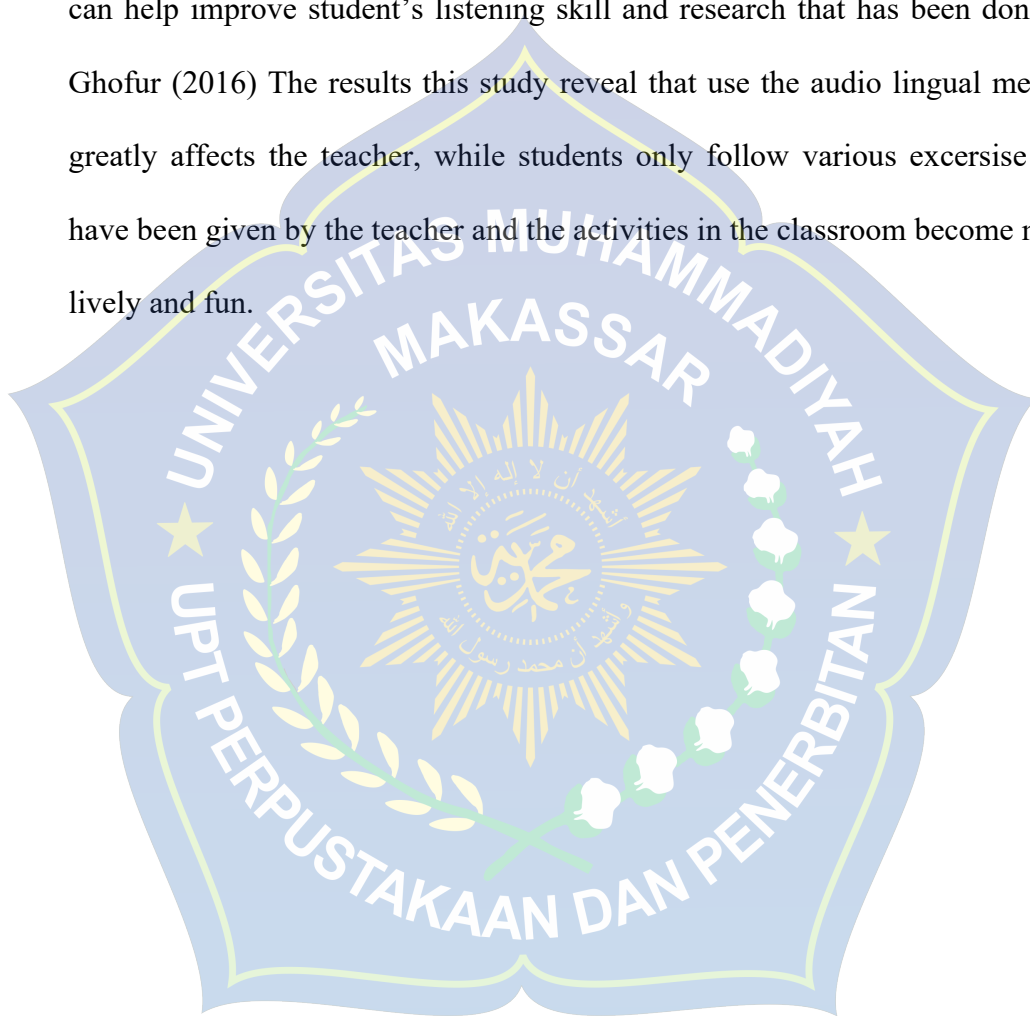
From the results of observations with questionnaires and interviews conducted on respondents, with the statement that English listening learning activities using the audio-lingual transcript method are the same as learning styles, respondents who choose normal are 53%, respondents who choose agree are 27% while those who choose normal are 27% disagree as much as 13% of respondents' reasons are because I really like learning listening because there are transcripts that can make it easier, while choosing normal on the grounds of not being too diligent in listening to English,

As for some negative statements that were asked by the researcher, so that the respondent's perspective is like the third statement, namely *"I'm not always excited to listen to English when I use the audio lingual method"*, the twelfth statement is *"in learning listening comprehension, cannot improve spelling"* and the fifteenth statement, namely *"using audio lingual method makes you lees likely to practice your listening skill."* it is known that the respondents did not respond and did not agree with the statement because the respondents/students from listening by looking at the transcript could also hear the pronunciation and could indirectly improve understanding and improve spelling in the language.

From the analysis that the authors obtained, it can be concluded that the Audiolingual learning method in learning English for students of the English Education Study Program has a positive impact on learning, students become

more motivated to participate in the learning process and students become active in the classroom.

The results of the study are in line with research that has been carried out by Abduh (2016) the findings show that the use of the audio lingual method can help improve student's listening skill and research that has been done by Ghofur (2016) The results this study reveal that use the audio lingual method greatly affects the teacher, while students only follow various excersise that have been given by the teacher and the activities in the classroom become more lively and fun.



CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

From the results of research that has been carried out with a questionnaire totaling fifteen statements, it is known that the majority of respondents choose the category of agree or good in learning English using the audio-lingual transcription listening method or it can be said that the fourth semester students of the English Education Study Program prefer the method of learning English. listening audio-lingual transcripts in the learning process at the University of Muhammadiyah Makassar.

From the analysis that the authors obtained, it can be concluded that the Audiolingual learning method in learning English for students of the English Education Study Program has a positive impact on learning, students become more motivated to participate in the learning process and students become active in the classroom.

B. Suggestion

After the authors conclude from the results of the study, the authors provide suggestions including:

1. Students of the English Education Study Program should increase their role in carrying out the learning process as one of the improvements in English language skills by being more proactive in applying the Audio-lingual transcription learning method.

2. Students must be responsive to the problems they face, especially those related to listening skills in order to cover deficiencies as efficiently as possible.



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A P P E N D I C E S



Appendix 1:

Transcript of Song Lyrics from Avril Lavigne (Wish You Were Here) Using the Audio Lingual Transcript Method

I can be tough, I can be strong
But with you, it's not like that at all
There's a girl that gives a shit
Behind this wall, you just walk through it

And I remember all those crazy things you said
You left them running through my head
You're always there, you're everywhere
But right now, I wish you were here

All those crazy things we did
Didn't think about it, just went with it
You're always there, you're everywhere
But right now, I wish you were here

Damn, damn, damn
What I'd do to have you here, here, here
I wish you were here

Damn, damn, damn
What I'd do to have you near, near, near
I wish you were here

I love the way you are
It's who I am, don't have to try hard
We always say, say it like it is
And the truth is that I really miss

All those crazy things you said (Things you said)
You left them running through my head (Through my head)
You're always there, you're everywhere
But right now, I wish you were here

All those crazy things we did (Things we did)
Didn't think about, it just went with it (Went with it)
You're always there, you're everywhere
But right now, I wish you were here

Damn, damn, damn
 What I'd do to have you here, here, here
 I wish you were here

Damn, damn, damn
 What I'd do to have you near, near, near
 I wish you were here

No, I don't wanna let go
 I just wanna let you know
 That I never wanna let go, let go, oh, oh

No, I don't wanna let go
 I just wanna let you know
 That I never wanna let go
 Let go, let go, let go, let go, let go, let go
 Let go, let go, let go, let go, let go, let go

Damn, damn, damn
 What I'd do to have you here, here, here
 I wish you were here (I wish you were here)

Damn, damn, damn
 What I'd do to have you near, near, near
 I wish you were here

Damn, damn, damn
 What I'd do to have you here, here, here
 I wish you were here

Damn, damn, damn
 What I'd do to have you near, near, near
 I wish you were here

Appendix 2:

Understanding Listening Questionnaire Using Audio Lingual Method

Table 1. Questionnaire analysis of students' perceptions of the use of the audio-lingual transcription method.

Read carefully and pay attention to the following statements. Put a check mark () mark according to your condition in the column "strongly agree" (strongly agree), "agree" (agree), "normal" (usual), "disagree" (disagree), "strongly disagree". (Strongly disagree)

Instructions:

1. SS: Very Agree
2. S: Agree
3. B: Normal
4. TS: Disagree
5. STS: Strongly Disagree

NO	QUESTION	ANSWER				
		SS	S	B	TS	STS
1.	Learning to use the audio-lingual transcription method can improve my listening comprehension skills.			☒	☒	
2.	The application of the audio-lingual transcription method using the drill technique (practice) can help my English in listening more fluently.			☒	☒	
3.	I am not always excited to listen to English when I use the audio-lingual transcription method.					
4.	English listening learning activities using the audio-lingual transcript method are the same as my learning style.					
5.	Since learning to use the audio-lingual transcription method, I have been more diligent in practicing listening to English.					

6.	Learn to listen to English comprehension using an easy-to-understand audio-lingual transcription method.					
7.	In learning to listen with the audio-lingual transcription method, it makes it difficult for me to interpret what I hear					
8.	Learning to listen to comprehension using the audio-lingual transcription method can get you bored quickly.					
9.	Learning using the audio-lingual transcribed method is fun.					
10.	The use of audio-lingual transcription methods plays an important role in learning listening comprehension					
11.	by using the audio lingual method can increase vocabulary					
12.	In learning listening comprehension, cannot improve spelling					
13.	In learning to use audio-lingual can make you know grammar					
14.	In the use of audio-lingual transcripts can tell you the meaning or importance of audio content.					
15.	Using the audio lingual method makes you less likely to practice your listening skills					

Source: Abd. Ghofur 2015 national seminar on educational technology

Appendix 3:

HASIL TRANSCRIPT

ANALISIS KUISIONER DENGAN WAWANCARA

Responden 1:

Name: Hardianti

Class: BG4A

Gander : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyie kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyie kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.

Answer: Ya setuju Karena dengan belajar listening dengan audio lingual transcript mempermudah untuk mengetahui kata-kata yang ada dan bisa meningkatkan keterampilan mendengarkan.

2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.

Answer: Ya, Setuju karena dengan adanya teknik drill atau practice dapat meningkatkan profisiensi

3. I' am not always excited to listen to English when I use the audio-lingual transcript method.

Answer: Ya, setuju Saya excited dengan pembelajaran audio lingual transcript karena menyenangkan

4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.

Answer: Karena pembelajaran listening sangat saya sukai karena adanya transcript

yang ada dapat mempermudah

5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.

Answer: Alasan saya memilih biasa karena saya tidak terlalu rajin mendengarkan Bahasa Inggris.

6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.

Answer: Ya, Setuju karena dalam penggunaan metode ini mudah dipahami

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear

Answer: Karena biasanya tergantung kata-kata yang menurut saya unfamiliar untuk saya susah untuk di mengerti.

8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.

Answer: Karena biasanya saya merasa suntuk sehingga biasa bosan

9. Learning by using the audio-lingual transcribed method is very fun.

Answer: Setuju karena metode ini menyenangkan saja bagi saya

10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension

Answer: Setuju karena penggunaan audio lingual ini penting dalam pembelajaran

11. By using the audio lingual method can increase vocabulary

Answer: Karena secara tidak langsung ketika saya mendengarkan kata yang unfamiliar biasanya saya mengecek di kamus sehingga saya bisa tahu arti kosa kata tersebut.

12. In learning listening comprehension, cannot improve spelling

Answer: Karena dari mendengarkan dengan melihat transcript bisa juga didengar pronounciationnya dan secara tidak langsung dapat meningkatkan ejaan,

13. In learning to use audio-lingual can make you know grammar

Answer: Karena dalam pembelajaran ini belum bisa meningkatkan grammar saya

14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.

Answer: Karena dalam pembelajaran biasa jika saya tahu arti dari content audio tersebut

15. Using audio lingual method makes you less likely to practice your listening skills

Answer: Karena dengan menggunakan metode ini mengimprovisasi keterampilan mendengarkan saya

Responden 2:

Name: Nurfadillah

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena menurut saya dengan menggunakan audio lingual transcript yang misalkan audionya di transcript ke bahasa audionya otomatis kita bisa mengikutinya dan listening kaitanya sama dengan speaking otomatis jika sering listening dengan menggunakan audio lingual yang di berikan oleh sir heri otomatis listening meningkat.
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: setuju, karena saya pernah waktu pertemuan offline diberikan audio dan di simak beberapa menit dan mengatakan ulang apa yang ada didalam audio dan cukup membantu dalam listening.
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: biasa, karena biasanya bersemangat tetapi kadang biasa-biasa saja
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: biasa, karena memang jika belajar lebih suka mendengarkan dari pada berbicara sedangkan listening cukup untuk membantu.
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: Tidak setuju, karena kadang saya cepat bosan apa lagi ketika belajar sendiri.
6. Learning to English listening comprehension using the audio-lingual transcript

method is easy to understand.

Answer: setuju, karena saya katakan cukup membantu walaupun kadang bosan metodenya begitu terus

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear

Answer: setuju, karena jika speaking kita harus bagus listening terlebih dahulu, karena jika kita tahu listening kita lebih mudah mengetahui arti

8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.

Answer: biasa, karena jika begitu-begitu terus kadang saya selingi dengan kegiatan lain

9. Learning by using the audio-lingual transcribed method is very fun.

Answer: biasa, karena menurut saya bukan hanya audio lingual saja yang membuat saya senang tetapi masih banyak lagi metode lain

10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension

Answer: sangat setuju, karena menurut saya sangat penting dalam Bahasa Inggris ada empat besik maka dari itu salah satunya yaitu listening sangat penting.

11. By using the audio lingual method can increase vocabulary

Answer: setuju, karena biasanya mendengarkan music ataupun kadang dengar native speaker otomatis membuat pengetahuan kosa kata bertambah.

12. In learning listening comprehension, cannot improve spelling

Answer: Tidak setuju, karena menurut saya listening tidak meningkatkan ejaan

13. In learning to use audio-lingual can make you know grammar

Answer: sangat setuju, karena dengan apa yang di dengar dan membaca lebih mudah mengerti grammar

14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.

Answer: setuju, karena menurut saya mudah di pahami dalam isi audio

15. Using audio lingual method makes you less likely to practice your listening skills

Answer: Biasa, karena menurut saya audio lingual ini tidak hanya metode yang saya pelajari jadi saya biasa kadang cepat bosan jadi tidak melulu tentang audio ini sehingga saya practice listeningnya tidak terlalu sering,

Responden 3:

Name: Rahmatullah

Class: BG4A

Gender : Male

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: sangat Setuju, karena menurut saya dengan menggunakan audio lingual transcript dapat meningkatkan keterampilan mendengarkan saya dan dengan ini bisa berpikir kritis dengan cepat menangkap apa yang di dengar.
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: sangat setuju, karena dengan practice pemahaman endengar saya lebih meningkat dan mudah menerima isi audio
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Biasa, karena biasa-biasa saja , tidak teralalu suka
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: setuju, karena menurut saya kadang sama dengan gaya belajar dengan mendengarkan Bahasa inggris seperti audio dan saya mencoba untuk menangkap isi audio
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: setuju, karena menurut saya dengan seiring berjalanya waktu saya mencoba untuk latihan dan rajin mendengarkan Bahasa inggris terutama lagu Bahasa inggris
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, mengpa saya memilih setuju dan tidak memilih sangat setuju karena

menurut saya masih banyak kurangnya yang saya mengerti isi

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear

Answer: tidak setuju, karena menurut saya bukan sama sekali sulit untuk di dengar tetapi gampang-gampang saja apa yang saya dengar sejauh ini

8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.

Answer: tidak setuju, karena menurut saya tidak bosn jika audionya di ulang-ulang terus

9. Learning by using the audio-lingual transcribed method is very fun.

Answer: setuju, karena menurut saya sangat menyenangkan dan cukup menantang untuk berpikir kritis

10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension

Answer: setuju, karena menurut saya sangat penting dalam Bahasa inggris.

11. By using the audio lingual method can increase vocabulary

Answer: setuju, karena menurut saya banya kosa kata yang saya dapat

12. In learning listening comprehension, cannot improve spelling

Answer: sangat tidak setuju, karena menurut saya listening justru meningkatkan ejaan

13. In learning to use audio-lingual can make you know grammar

Answer: sangat setuju, karena setiap audio di dengar cukup teratur.

14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.

Answer: sangat setuju, karena menurut saya mudah di pahami arti dalam isi audio jika di dengar dengan baik dan benar

15. Using audio lingual method makes you less likely to practice your listening skills

Answer: tidak setuju, karena menurut saya dalam mempelajari listening melatih keterampilan mendengarkan saya.

Responden 4:

Name: Muh, Haidir

Class: BG4A

Gender : Male

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena menurut saya dengan menggunakan audio lingual transcript kita bisa memahaminya dengan pendengaran ketika di dengar contohnya mendengarkan musik
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: sangat setuju, karena saya pernah praktek langsung pada saat dikelas sir herik dengan memberikan sebuah audio tanpa translate dengan mendengar audio saja.
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Tidak setuju, karena sesuai dengan pengalaman yang telah alamidimana dengan belajar audio bersemangat
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: memilih biasa, karena menurut saya kadang sama dengan gaya belajar kadang juga tidak.
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: biasa, karena saya merasa sedang-sedang saja tidak terlalu rajin.
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena saya katakan cukup membantu jika di ulang-ulang

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear
Answer: setuju, karena jika ada kata baru atau kosa kata baru sulit untuk di pahami
8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.
Answer: biasa, karena jika didalam kelas sir herik memberikan audio sekitar 2 kali putar sedangkan saya lebih suka 10 kali
9. Learning by using the audio-lingual transcribed method is very fun.
Answer: setuju, karena menurut saya sangat menyenangkan
10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension
Answer: setuju, karena menurut saya sangat penting dalam Bahasa inggris karena jika kita hanya membaca saja tanpa mendengar tanpa ada suara itu sama saja kosong.
11. By using the audio lingual method can increase vocabulary
Answer: setuju, karena jika ada kosa kata baru bisa menambah kosa kata dalam pembelajaran listening
12. In learning listening comprehension, cannot improve spelling
Answer: tidak setuju, karena menurut saya listening ada kosa kata baru kita mempelajari ejaan-ejaan tersebut.
13. In learning to use audio-lingual can make you know grammar
Answer: setuju, karena dengan apa yang di dengar dan membaca lebih mudah mengerti grammar
14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.
Answer: setuju, karena menurut saya mudah di pahami arti dalam isi audio
15. Using audio lingual method makes you less likely to practice your listening skills
Answer: tidak setuju, karena menurut saya dalam mempelajari listening harus mantap dalam pendengaran suatu audio.

Responden 5:

Name: Virdayanti

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena menurut saya dengan menggunakan audio lingual transcript jika menggunakan transcript dapat mempermudah dan meningkatkan pendengaran saya
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: sangat setuju, karena jika di ulang- ulang dapat meningkatkan pendengaran sehingga bisa lancar.
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Tidak setuju, karena menurut saya audio lingual transcript ini merasa senang dan lebih mudah dipahami
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: memilih biasa, karena menurut saya kadang sama dengan gaya belajar kadang juga tidak.
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: setuju, karena saya merasa senang dan lebih rajin jika mendengrakan
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena saya mudah mengerti apa yang saya dengar di audio lingual transcript
7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear

Answer: setuju, karena jika a speaking kita harus bagus listening terlebih dahulu, karena jika kita tahu listening kita lebih mudah mengetahui arti

8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.

Answer: sangat tidak setuju, karena menurut saya audio lingual transcript tidak membuat saya bosan

9. Learning by using the audio-lingual transcribed method is very fun.

Answer: setuju, karena menurut saya sangat menyenangkan dan lebih paham

10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension

Answer: setuju, karena menurut saya sangat penting dalam Bahasa Inggris

11. By using the audio lingual method can increase vocabulary

Answer: setuju, karena secara tidak langsung kita mengetahui sedikit demi sedikit kosa kata

12. In learning listening comprehension, cannot improve spelling

Answer: tidak setuju, karena menurut saya pada saat belajar tidak meningkatkan ejaan saya

13. In learning to use audio-lingual can make you know grammar

Answer: setuju, karena dalam pembelajaran ini dapat meningkatkan grammar

14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.

Answer: setuju, karena jika di ulang ulang pasti kita akan paham apa isi dari audio

15. Using audio lingual method makes you less likely to practice your listening skills

Answer: tidak setuju, karena masih banyak cara untuk melatih listening misalkan melihat video dengan audio dan mendengarkan music juga sehingga tidak terlalu setuju

Responden 6:

Name: Rosnani

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena saya bisa mengulang isi audio sehingga metode ini dapat meningkatkan pemahaman mendengarkan saya
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: setuju, karena dengan adanya praktik lebih sering mendengarkan apalagi adanya audio
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Tidak setuju, karena menurut saya audio lingual transcript ini merasa senang dan lebih mudah dipahami
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: sangat setuju, karena menurut saya saya sering mendengarkan audio baik itu tidak dalam pembelajaran dikelas, bahkan saya sering mendengarkan audio seperti mendengarkan music juga menonton youtube
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: setuju, karena ketika saya mendengar sebuah audio saya rajin belajar karena saya bisa latihan setiap waktu dan mempraktekkan dan replay
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena dalam pemahaman mendengarkan dengan menggunakan metode ini sehingga saya mudah dalam pendengaran sehingga menurut saya mudah
7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear

Answer: tidaka setuju, karena menurut saya audio lingual transcript method ini justru membuat saya tidak sulit dalam pemahaman mendengarkan saya

8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.

Answer: tidak setuju, karena menurut saya audio lingual transcript tidak membuat saya bosan ketikabelajar listening bahkan saya termotivasi dan mebuat saya tertarik

9. Learning by using the audio-lingual transcribed method is very fun.

Answer: setuju, karena menurut saya sangat menyenangkan dan lebih mudah

10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension

Answer: setuju, karena menurut saya sangat penting dalam Bahasa inggris

11. By using the audio lingual method can increase vocabulary

Answer: setuju, karena secara tidak langsung pada saat pembelajaran saya biasanya menemukan kosakata baru yang sebelumnya belum pernah saya dapatkan

12. In learning listening comprehension, cannot improve spelling

Answer: tidak setuju, karena menurut saya audio lingual transcript ini dapat meningkatkan ejaan saya jadi audio ini kita bisa mendengarkan pengucapan kita sendiri sehingga dapat meningkatkan ejaan

13. In learning to use audio-lingual can make you know grammar

Answer: biasa, mungkin saya memilih biasa karena biasanya audio itu kadang system grammarnya tidak sesuai, maka dari itu kadang saya menuliskan apa yang native spekear katakan sehingga saya menemukan ada beberapa kata yang tidak sesuai dengan grammarnya.

14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.

Answer: setuju, karena jika saya mendengarkan sebuah audio maka saya biasanya cepat memahami isi audio tersebut.

15. Using audio lingual method makes you less likely to practice your listening skills

Answer: tidak setuju, karena menurut saya sendiri metode ini sendiri sangat melatih pendengaran saya sehingga saya lebih mudah dalam mendengarkan.

Responden 7:

Name: Nurhijrah

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.

Answer: Setuju, karena menurut saya ketika menggunakan audio ini dapat meningkatkan keterampilan dan pemahaman mendengarkan saya

2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.

Answer: setuju, karena dengan adanya praktik gampang di pahami dibandingkan suara dan materi jadi menurut saya lebih gampang di pahami jika adanya practice

3. I' am not always excited to listen to English when I use the audio-lingual transcript method.

Answer: sangat Tidak setuju, karena menurut saya audio lingual transcript ini adalah pembelajaran paling mudah dengan menggunakan audio selain mendengarkan kita lebih mudah mengerti oleh karena itu saya sangat antusias

4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.

Answer: biasa, saya memilih karena menurut saya ini tergantung ketika saya belajar jadi saya hanya mengikuti keinginan sendiri

5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.

Answer: setuju, karena saya suka mendengarkan sehingga saya biasanya mendengarkan lagu

6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.

Answer: setuju, karena dalam pemahaman mendengarkan dengan menggunakan metode ini juga sesuai apa yang saya pelajari dalam listening

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear
Answer: biasa, saya memilih biasa karena menurut saya audio lingual transcript method ini membuat saya tidak sulit-sulit initergantug audio yang saya dengar.
8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.
Answer: biasa, karena menurut saya jika itu-itu saja yang di pelajari biasa saya cepat bosan, apa lagi jika tidak ada sesi refreshing
9. Learning by using the audio-lingual transcribed method is very fun.
Answer: setuju, karena menurut saya sangat menyenangkan
10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension
Answer: setuju, karena menurut saya sangat penting dalam Bahasa inggris dan membantu dalam artian lebih kearah pemahaman cara ucap dalam bahasa inggris dan sangat berperan penting
11. By using the audio lingual method can increase vocabulary
Answer: sangat setuju, karena ketika saya mendengarkan audio saya sambil mencatat apa yang saya dengar sehingga saya menemukan kosa kata baru.
12. In learning listening comprehension, cannot improve spelling
Answer: tidak setuju, karena menurut saya audio lingual transcript ini dengan listening dapat meningkatkan ejaan
13. In learning to use audio-lingual can make you know grammar
Answer: sangat setuju, karena mungkin dengan penataan grammarnya dalam audio mempermudah saya tahu grammar
14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.
Answer: sangat setuju, karena menurut saya dengan mengetahui konten audio ini sangat membantu seseorang dalam pembelajaran Bahasa inggris
15. Using audio lingual method makes you less likely to practice your listening skills
Answer: sangat tidak setuju, karena menurut saya sendiri metode ini sendiri sangat melatih pendengaran padahal listening sebenarnya sangat membantu keterampilan mendengarkan.

Responden 8:

Name: Ahmad Muflih Faisal

Class: BG4A

Gender : Male

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.

Answer: Setuju, karena menurut saya dengan mendengarkan sambil melihat transcript ternyata kita bisa memahami arti dari kata tersebut karena sudah jelas transcriptnya

2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.

Answer: setuju, karena sebagian kita tahu bahwa namanya drill atau pengulangan dapat membantu

3. I' am not always excited to listen to English when I use the audio-lingual transcript method.

Answer: Tidak setuju, karena menurut saya audio lingual transcript masih kurang jelas dan saya mendengarkan Bahasa inggris otomatis ada yang saya dapatkan entah itu pengucapan jadi saya kurang setuju dengan statement yang ini

4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.

Answer: biasa, karena saya kadang mempelajarinya kadang juga tidak dengan melihat transcript karena saya sering mendengarkan saja tanpa melihat transcript, akan tetapi pada saat saya mendengarkan music atau lagu saya melihat transcriptnya.

5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.

Answer: biasa, seperti yang saya bilang tadi bahwa audio lingual saya masih kurang paham maka jadi saya inginya yang netral saja.

6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.

Answer: setuju, karena audio lingual itu seperti ada nya transcript dengan adanya teknik sehingga membantu saya dalam pembelajaran Bahasa inggris.

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear
Answer: tidak setuju, karena menurut saya audio lingual transcript method ini membuat saya tidak sulit untuk mendengar apa yang saya dengar
8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.
Answer: tidak setuju, karena menurut saya dengan mendengarkan sesuatu atau lagu dengan melihat transcript akan membantu kita dalam memahami isi atau makna dari cerita tersebut sehingga kita merasa nyaman sehingga ingin mengikuti alur tersebut.
9. Learning by using the audio-lingual transcribed method is very fun.
Answer: setuju, karena menurut saya sangat menyenangkan dengan pembelajaran ini listening dan pengucapan dari native speaker terdengar jelas
10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension
Answer: setuju, karena audio lingual method dengan menggunakan transcript sangat mendukung dalam memahami suatu ucapan dari native speaker karena kita bisa lihat langsung transcriptnya atau subtitle kalau dalam film sehingga dapat mudah dipahami walaupun ribet ketika di terjemahkan sambil membaca dan menonton
11. By using the audio lingual method can increase vocabulary
Answer: setuju, karena terkadang saya banyak kosa kata baru yang belum saya dapatkan sehingga dapat meningkatkan kosakata.
12. In learning listening comprehension, cannot improve spelling
Answer: tidak setuju, karena ejaan atau spelling dalam Bahasa Inggris itu akan merubah spelling per huruf ketika masuk kedalam penyusunan kata sehingga spelling tidak dapat meningkatkan ejaan
13. In learning to use audio-lingual can make you know grammar
Answer: biasa, karena terkadang audio lingual method ini mendengarkan video atau music kadang grammarnya tidak tepat.
14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.
Answer: setuju, karena menurut saya dalam memahami konten sebuah audio atau video sangat membantu ketika melihat dan membaca transcriptnya.
15. Using audio lingual method makes you less likely to practice your listening skills
Answer: tidak setuju, karena menurut saya sendiri metode ini dengan menggunakan transcript kita bisa melihat intonasi apa yang dikatakan native speaker tentu saja bisa meningkatkan keterampilan mendengarkan saya sekaligus pengucapan saya.

Responden 9:

Name: Risky Ratri Suhana

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.

Answer: Setuju, karena menurut saya pembelajaran listening ini dengan adanya transcript dan dengan didengar dapat meningkatkan pemahaman mendengarkan saya.

2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.

Answer: sangat setuju, karena dengan adanya latihan atau practice dapat membantu saya dalam mendengarkan saya lebih lancar

3. I' am not always excited to listen to English when I use the audio-lingual transcript method.

Answer: biasa, karena ketika mendengar audio lingual ini tidak terlalu excited dan tidak excited jadi biasa-biasa saja

4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.

Answer: biasa, karena pembelajaran audio lingual transcript tidak terlalu sama dengan cara belajar saya

5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.

Answer: biasa, karena tidak terlalu praktik karena menurut saya tidak sesering ini menggunakan metode audio lingual transcript

6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.

Answer: Biasa, karena kadang saya juga kurang mengerti kadang mengerti jadi dalam pembelajaran listening dengan menggunakan audio lingual transcript

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear
Answer: biasa, karena audio kadang ada yang terdengar baik oleh telinga kadang juga sulit untuk di dengar dan sulit untuk mengartikan jadi saya memilih biasa saja
8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.
Answer: tidak setuju, karena menurut saya audio ini seru dalam pembelajaran sehingga tidak bosan
9. Learning by using the audio-lingual transcribed method is very fun.
Answer: biasa, karena menurut saya sedng-sedang saja excited tetapi kadang tidak excited ketika kontenya susah menurut saya
10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension
Answer: setuju, karena audio lingual method jadi melatih pemahaman saya shingga penting bagi saya
11. By using the audio lingual method can increase vocabulary
Answer: setuju, karena dengan mendengarkan dengan audiolingual transcript kadang saya menemukan kosa kata baru sehingga dapat meningkatkan kosa kata
12. In learning listening comprehension, cannot improve spelling
Answer: sangat tidak setuju, karena menurut saya dalam listening bisa meningkatkan ejaan saya atau pengucapan saya ketika sambil mendengar kadang saya praktek juga menyebut kata atau kalimat apa yang saya dengar
13. In learning to use audio-lingual can make you know grammar
Answer: biasa, karena menurut saya grammar agak susah menurut saya
14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.
Answer: setuju, karena ada beberapa arti yang tidak ditau sehingga bisa tahu ketika mendengarkan dengan melihat transcript
15. Using audio lingual method makes you less likely to practice your listening skills
Answer: tidak setuju, karena audio lingual transcript ini jadi saya lebih rajin berlatih mendengarkan.

Responden 10:

Name: Zaskia

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena menurut saya audio lingual transcript ini dapat meningkatkan keterampilan mendengarkan saya selainitu mengembangkan kompetensi komunikatif
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: setuju, karena metode audio lingual transcript dengan practice atau pengulangan dapat mendengarkan dengan lancar
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Tidak setuju, karena menurut saya metode ini bisa kita gunakan untuk menghafalkan suatu kalimat sehingga terbiasa dala mendengarkan maka dari itu excited.
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: setuju, karena metode ini saya lakukan ketika belajar di kelas sehingga gaya belajar saya
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: biasa, karena menurut saya tidak melulu tentang listening sehingga saya tidak sering praktek
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena metode ini mudah di mengerti dalam pembelajaran listening dengan di ulang ulang

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear
Answer: biasa, karena kadang kosa kata yang saya dengar sulit untuk di artikan sehingga saya memilih biasa
8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.
Answer: biasa, karena kadang saya merasa bosan jika isi dari audio kurang saya pahami
9. Learning by using the audio-lingual transcribed method is very fun.
Answer: biasa, karena menurut saya metode audio lingual ini kadang membuat senang kadang juga tidak menyenangkan
10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension
Answer: setuju, karena audio lingual method ini berperan penting dengan mengulang ulang suatu audio sehingga mudah di mengerti apa yang di dengar
11. By using the audio lingual method can increase vocabulary
Answer: setuju, karena dengan metode ini saya banyak menemukan kosa kata sehingga dapat meningkatkan kosa kata saya
12. In learning listening comprehension, cannot improve spelling
Answer: tidak setuju, karena menurut saya metode ini dapat meningkatkan ejaan
13. In learning to use audio-lingual can make you know grammar
Answer: setuju, karena menurut saya metode ini kadang saya mengetahui isi dari audio sehingga saya tahu tata Bahasa
14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.
Answer: setuju, karena secara tidak langsung menggunakan metode audio lingual transcript ini saya dapat mengetahui isi dari audio
15. Using audio lingual method makes you less likely to practice your listening skills
Answer: tidak setuju, karena audio lingual adalah salah satu cara untuk melatih keterampilan mendengarkan

Responden 11:

Name: Nurul alamiah

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher : Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena dalam mendengarkan sangat penting sehingga dapat meningkatkan keterampilan mendengarkan
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: setuju, karena metode audio lingual transcript ini jika di ulang ulang dapat membantu mendengar lebih lancar
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Biasa, karena menurut saya audio lingual transcript ini belum saya pahami
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: setuju, karena menurut saya sama dengan gaya belajar saya contohnya dengan mendengarkan music Bahasa inggris
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: Setuju, karena menurut saya semakin rajin mendengarkan Bahasa inggris
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena metode ini mudah di mengerti dengan adanya audio yang di dengar

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear

Answer: Sangat setuju, karena menurut saya dengan menggunakan metode audio lingual ini

8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.

Answer: biasa, karena kadang saya merasa bosan jika isi dari audio kurang saya pahami

9. Learning by using the audio-lingual transcribed method is very fun.

Answer: biasa, karena menurut saya metode audio lingual ini kadang membuat senang kadang juga tidak menyenangkan

10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension

Answer: setuju, karena audio lingual method ini berperan penting dengan mengulang ulang suatu audio sehingga mudah di mengerti apa yang di dengar

11. By using the audio lingual method can increase vocabulary

Answer: setuju, karena dengan metode ini saya banyak menemukan kosa kata sehingga dapat meningkatkan kosa kata saya

12. In learning listening comprehension, cannot improve spelling

Answer: tidak setuju, karena menurut saya metode ini dapat meningkatkan ejaan

13. In learning to use audio-lingual can make you know grammar

Answer: setuju, karena menurut saya dengan mempelajari listening comprehension dengan metode ini kita dapat mengetahui tata Bahasa

14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.

Answer: setuju, karena menggunakan audio lingual transcript ini saya mudah memahami isi dari audio tersebut

15. Using audio lingual method makes you less likely to practice your listening skills

Answer: tidak setuju, karena audio lingual biasanya saya pakai sehari-hari sehingga dapat meningkatkan keterampilan saya dala mendengarkan

Responden 12:

Name: Jumrwati

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher: Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena dalam mendengarkan sangat penting sehingga dapat meningkatkan keterampilan mendengarkan
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: setuju, karena metode audio lingual transcript ini jika di ulang ulang dapat membantu mendengar lebih lancar
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Biasa, karena menurut saya audio lingual transcript ini belum saya pahami
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: setuju, karena menurut saya sama dengan gaya belajar saya contohnya dengan mendengarkan music Bahasa inggris
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: Setuju, karena menurut saya semakin rajin mendengarkan Bahasa inggris
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena metode ini mudah di mengerti dengan adanya audio yang di dengar

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear
Answer: Sangat setuju, karena menurut saya dengan menggunakan metode audio lingual ini
8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.
Answer: biasa, karena kadang saya merasa bosan jika isi dari audio kurang saya pahami
9. Learning by using the audio-lingual transcribed method is very fun.
Answer: biasa, karena menurut saya metode audio lingual ini kadang membuat senang kadang juga tidak menyenangkan
10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension
Answer: setuju, karena audio lingual method ini berperan penting dengan mengulang ulang suatu audio sehingga mudah di mengerti apa yang di dengar
11. By using the audio lingual method can increase vocabulary
Answer: setuju, karena dengan metode ini saya banyak menemukan kosa kata sehingga dapat meningkatkan kosa kata saya
12. In learning listening comprehension, cannot improve spelling
Answer: tidak setuju, karena menurut saya metode ini dapat meningkatkan ejaan
13. In learning to use audio-lingual can make you know grammar
Answer: setuju, karena menurut saya dengan mempelajari listening comprehension dengan metode ini kita dapat mengetahui tata Bahasa
14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.
Answer: setuju, karena menggunakan audio lingual transcript ini saya mudah memahami isi dari audio tersebut
15. Using audio lingual method makes you less likely to practice your listening skills
Answer: tidak setuju, karena audio lingual biasanya saya pakai sehari-hari sehingga dapat meningkatkan keterampilan saya dalam mendengarkan

Responden 13:

Name: Anni Mujahida

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher: Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena dalam mendengarkan sangat penting sehingga dapat meningkatkan keterampilan mendengarkan
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: setuju, karena metode audio lingual transcript ini jika di ulang ulang dapat membantu mendengar lebih lancar
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Biasa, karena menurut saya audio lingual transcript ini belum saya pahami
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: setuju, karena menurut saya sama dengan gaya belajar saya contohnya dengan mendengarkan music Bahasa inggris
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: Setuju, karena menurut saya semakin rajin mendengarkan Bahasa inggris
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena metode ini mudah di mengerti dengan adanya audio yang di dengar

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear
Answer: Sangat setuju, karena menurut saya dengan menggunakan metode audio lingual ini
8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.
Answer: biasa, karena kadang saya merasa bosan jika isi dari audio kurang saya pahami
9. Learning by using the audio-lingual transcribed method is very fun.
Answer: biasa, karena menurut saya metode audio lingual ini kadang membuat senang kadang juga tidak menyenangkan
10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension
Answer: setuju, karena audio lingual method ini berperan penting dengan mengulang ulang suatu audio sehingga mudah di mengerti apa yang di dengar
11. By using the audio lingual method can increase vocabulary
Answer: setuju, karena dengan metode ini saya banyak menemukan kosa kata sehingga dapat meningkatkan kosa kata saya
12. In learning listening comprehension, cannot improve spelling
Answer: tidak setuju, karena menurut saya metode ini dapat meningkatkan ejaan
13. In learning to use audio-lingual can make you know grammar
Answer: setuju, karena menurut saya dengan mempelajari listening comprehension dengan metode ini kita dapat mengetahui tata Bahasa
14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.
Answer: setuju, karena menggunakan audio lingual transcript ini saya mudah memahami isi dari audio tersebut
15. Using audio lingual method makes you less likely to practice your listening skills
Answer: tidak setuju, karena audio lingual biasanya saya pakai sehari-hari sehingga dapat meningkatkan keterampilan saya dalam mendengarkan

Responden 14:

Name: Nurul Alamiah

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher: Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena dalam mendengarkan sangat penting sehingga dapat meningkatkan keterampilan mendengarkan
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: setuju, karena metode audio lingual transcript ini jika di ulang ulang dapat membantu mendengar lebih lancar
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Biasa, karena menurut saya audio lingual transcript ini belum saya pahami
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: setuju, karena menurut saya sama dengan gaya belajar saya contohnya dengan mendengarkan music Bahasa inggris
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: Setuju, karena menurut saya semakin rajin mendengarkan Bahasa inggris
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena metode ini mudah di mengerti dengan adanya audio yang di

dengar

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear

Answer: Sangat setuju, karena menurut saya dengan menggunakan metode audio lingual ini

8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.

Answer: biasa, karena kadang saya merasa bosan jika isi dari audio kurang saya pahami

9. Learning by using the audio-lingual transcribed method is very fun.

Answer: biasa, karena menurut saya metode audio lingual ini kadang membuat senang kadang juga tidak menyenangkan

10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension

Answer: setuju, karena audio lingual method ini berperan penting dengan mengulang ulang suatu audio sehingga mudah di mengerti apa yang di dengar

11. By using the audio lingual method can increase vocabulary

Answer: setuju, karena dengan metode ini saya banyak menemukan kosa kata sehingga dapat meningkatkan kosa kata saya

12. In learning listening comprehension, cannot improve spelling

Answer: tidak setuju, karena menurut saya metode ini dapat meningkatkan ejaan

13. In learning to use audio-lingual can make you know grammar

Answer: setuju, karena menurut saya dengan mempelajari listening comprehension dengan metode ini kita dapat mengetahui tata Bahasa

14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.

Answer: setuju, karena menggunakan audio lingual transcript ini saya mudah memahami isi dari audio tersebut

15. Using audio lingual method makes you less likely to practice your listening skills

Answer: tidak setuju, karena audio lingual biasanya saya pakai sehari-hari sehingga dapat meningkatkan keterampilan saya dalam mendengarkan

Responden 15:

Name: Andini

Class: BG4A

Gender : Female

Date/time: 23 june 2022

To answer the interview sheet by giving reasons:

Researcher: Assalamualaikum warhmtullahi wabarakatuh.

Respondent : Walaikumsalam warahmatullahi wabarakatuh, iyye kak.

Researcher : Maaf mengganggu dek, bisa saya minta waktunya sebentar untuk interview?

Respondent : Iyye kak bisa.

Researcher : jadi, kemarin kakak sudah mengirim kuisioner yang berbentuk google form dan adek sudah mengisinya, maka dari itu kakak ingin mengetahui alasan adek mengapa memilih opsi sangat setuju, setuju, biasa, tidak setuju dan sangat tidak setuju,. Baik kakak langsung bacakan saja.

1. Learning using the audio-lingual transcript method can improve my listening comprehension skill.
Answer: Setuju, karena dalam mendengarkan sangat penting sehingga dapat meningkatkan keterampilan mendengarkan
2. The application of the audio-lingual transcript method using the drill technique (practice) can help my English in listening more fluently.
Answer: setuju, karena metode audio lingual transcript ini jika di ulang ulang dapat membantu mendengar lebih lancar
3. I' am not always excited to listen to English when I use the audio-lingual transcript method.
Answer: Biasa, karena menurut saya audio lingual transcript ini belum saya pahami
4. English listening learning activities using the audio-lingual transcript method are the same as my learning style.
Answer: setuju, karena menurut saya sama dengan gaya belajar saya contohnya dengan mendengarkan music Bahasa inggris
5. Since learning to use the audio-lingual transcript method, I have been more diligent in practicing listening to English.
Answer: Setuju, karena menurut saya semakin rajin mendengarkan Bahasa inggris
6. Learning to English listening comprehension using the audio-lingual transcript method is easy to understand.
Answer: setuju, karena metode ini mudah di mengerti dengan adanya audio yang di

dengar

7. In learning to listen with the audio-lingual transcript method, it makes it difficult for me to interpret what I hear

Answer: Sangat setuju, karena menurut saya dengan menggunakan metode audio lingual ini

8. Learning listening comprehension using the audio-lingual transcript method make you bored quickly.

Answer: biasa, karena kadang saya merasa bosan jika isi dari audio kurang saya pahami

9. Learning by using the audio-lingual transcribed method is very fun.

Answer: biasa, karena menurut saya metode audio lingual ini kadang membuat senang kadang juga tidak menyenangkan

10. The use of audio-lingual transcription methods plays an important role in learning listening comprehension

Answer: setuju, karena audio lingual method ini berperan penting dengan mengulang ulang suatu audio sehingga mudah di mengerti apa yang di dengar

11. By using the audio lingual method can increase vocabulary

Answer: setuju, karena dengan metode ini saya banyak menemukan kosa kata sehingga dapat meningkatkan kosa kata saya

12. In learning listening comprehension, cannot improve spelling

Answer: tidak setuju, karena menurut saya metode ini dapat meningkatkan ejaan

13. In learning to use audio-lingual can make you know grammar

Answer: setuju, karena menurut saya dengan mempelajari listening comprehension dengan metode ini kita dapat mengetahui tata Bahasa

14. In the use of audio-lingual transcripts can let you know the meaning or significance of the audio content.

Answer: setuju, karena menggunakan audio lingual transcript ini saya mudah memahami isi dari audio tersebut

15. Using audio lingual method makes you less likely to practice your listening skills

Answer: tidak setuju, karena audio lingual biasanya saya pakai sehari-hari sehingga dapat meningkatkan keterampilan saya dalam mendengarkan

DOKUMENTATION

Recording Of Interview by Telephone:



Filling Out the Questionnaire via Google Form:



Supporting Document



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LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90231 E-mail: lp3munisnuha@plasa.com



Nomor : 2005/05/C.4-VIII/VI/40/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

05 Dzulqad'ah 1443 H
04 June 2022 M

Kepada Yth.
Dekan FKIP
Universitas Muhamamdiyah Makassar
di –
Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor. 10058 TKIP/A 4-II VI/1443/2022 tanggal 4 Juni 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama WIKARUKMAYANA
No. Stambuk 10535 1106718
Fakultas Fakultas Keguruan dan Ilmu Pendidikan
Jurusan Pendidikan Bahasa Inggris
Pekerjaan Mahasiswa

Bermaksud melaksanakan penelitian pengumpulan data dalam rangka penulisan Skripsi dengan judul

"The Undergraduate Learner's Perspective On Listening Comprehension of Audio Lingual Transcript At The Fourth Semester Student's University Of Muhammadiyah Makassar"

Yang akan dilaksanakan dari tanggal 1 Juni 2022 s.d 7 Agustus 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Wika Rukmayana
NIM : 105351106718
Judul Penelitian : "The Undergraduate learner's Perspective on listening Comprehension of Audio (Inguell) Transcript as the Fourth semester Students university of Muhammadiyah Makassar."
Tanggal Ujian Proposal : 23 Mei 2022
Tempat/Lokasi Penelitian : Kampus Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Dosen/terkait	Paraf Dosen/terkait
1	Senin, 6 Juni 2022	Distributing Guistionnaires to students	Heri Hermawan, S.Pd., M.Pd	<i>[Signature]</i>
2	Kamis, 23 Juni 2022	Interview	Heri Hermawan, S.Pd., M.Pd	<i>[Signature]</i>
3	Jumat, 24 Juni 2022	Interview	Heri Hermawan, S.Pd., M.Pd.	<i>[Signature]</i>
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Makassar, 23 Agustus 2021

Mengetahui,

Ketua Program Studi,
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

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SURAT KETERANGAN PENELITIAN
Nomor : 1262/FKIP/05/A.5-VI/VIII/1444/2022

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Wika Rukmayana
NIM : 10535 11067 18
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2021/2022 terhitung sejak 07 Juni 2022 s.d 31 Juli 2022, dalam rangka penyusunan Skripsi dengan judul:

"The Undergraduate Learner's Perspective on Listening Comprehension of Audio Lingual Transcript At The Fourth Semester Student's University of Muhammadiyah Makassar"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

03 Muharram 1444 H
Makassar, 01 Agustus 2022 M

Dekan,
FKIP Unismuh Makassar,

Erwin Akib, M.Pd. Ph.D.
NBM. 860 934



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LETTER OF ACCEPTANCE
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Dear WIKA RUKMAYANA

It is our pleasure to inform you that, after reviewing your paper:

THE UNDERGRADUATE LEARNERS' PERSPECTIVE ON LISTENING COMPREHENSION OF AUDIO-LINGUAL TRANSCRIPT METHOD AT THE FOURTH SEMESTER STUDENT'S UNIVERSITY OF MUHAMMADIYAH MAKASSAR

The manuscript ID: 267

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
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The manuscript according to the limitations or description of the journal	√	
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Makassar, 13 August 2022 M
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Head of English Education Department
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Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
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CURRICULUM VITAE



The researcher, Wika Rukmaya was born on November 26, 1999 in Cemba, Kec. Enrekang. Area. Enrekang, South Sulawesi. He is the first of two children from the couple, Rahmat and Nurhandayani. He started his studies at SDN 46 Membura and finished in 2012. Then, he

Continued his Education at SMPN 7 Enrekang and graduated in 2015. Then continued his education at SMAN 2 Enrekang from 2015 to 2018. In high school, he chose the Science Department. After that, he continued his studies in 2018 at the Muhammadiyah University of Makassar in the English Education Study program for his undergraduate degree.

