

BIBLIOGRAPHY

- Arikunto, S. (2010). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara
- Abdul. (2013). *The Use Of Audio Lingual Method In Teaching Listening Comprehension At The Second Year Students Of SMK YAPIP Makasar Sungguminasa*. Makasar: English Departemen College Of Languages. Muhammadiyah University Of Makasar.
- Bahadorfar. (2014). *Technology In Teaching Speaking Skill*. Acme International Journal of Multidisciplinary Research. Volume 2 (4): Halaman 9-13.
- Ghofur. (2016). *The Effect Of Communicative Language Teaching And The Audio Lingual Method For Student's English Speaking Skill*. Academic Research International Vol.7.No.5.
- Ferrance, Eileen. (2000). *Themes in education: Action Research*. LAB at Brown University.
- Iskandar. (2015). *Research Classroom Action and publication*. Cilacap: Ihya Media.
- Jumarsari. (2014). *The Implementation Of Audio Lingual Method To Improve Student's Speaking Skill (Classroom Action Research Of The First Year Students Of SMP 26 Makasar)*. Makasar: English Education Department Tarbiyah And Teaching Science. Faculty Allaudin State Islam. University Of Makasar.
- Mart. (2013). *The Audio Lingual – Method : An Easy way of Achieving Speech*. International Journal of Academic Research in Business and Social Sciences. Vol. 3.No.12.
- Porgas. (2012). *Audio Lingual Method in The Language*. <http://d-scene.blogspot>.
- Pratama. (2011). *The Mobile Application Learns To Recite English*. <http://sir.stikom.edu>.
- Richard. (1986) *Approach and Methods In Language Teaching*. UK: Cambridge University.
- Setiawan. (2011). *The Use Of Audio Lingual Method To Improve Students' Oral Past Tence (The case of the tenth grade students of SMA Kesatrian 1 Semarang in the Academic Year of 2010/2011)*. Semarang: English Department. Faculty Of Languages And Art. Semarang State University.

Yuliana. (2013). *The Application Of AudioLingual Method To Improve Student's Speaking Ability In SMA PGRI 1 Sidoarjo*. Jurnal Pendidikan Bahasa Inggris STKIP PGRI Sidoarjo. VOL .1. No.1.

Jeremy Harmer. Pearson Education, **2015** - 446 halaman. 1 Resensi. The highly acclaimed **Practice of English Language Teaching** is the essential guide for teachers of English in a wide range of contexts.

Heaton (1998) agrees with this notion when she claims that the focus of computer-supported cooperative work (CSCW) is lesson working with computer technology than on working with "each other" through computers.

Hornby 2010: 57, 1469; Huddleston 2010c: 1131; Payne & Huddleston 2010: 380-381, 385; Quirk et al. 2012: 83-84, 380, 383-384, 389-392, 870-872). (183) Timmy found some friends last year.

Husnaeni (2009), metode pembelajaran adalah model pembelajaran yang tergambar dari awal sampai akhir yang disajikan secara khas.

Sudjana. (2001). Metode & Teknik Pembelajaran Partisipatif. Bandung : Falah. Production.

Sangidu (2004: 14) metode adalah cara kerja yang bersistem untuk memulai pelaksanaan suatu kegiatan penilaian guna mencapai tujuan yang telah ditentukan.

Sudrajat, 2009:7 menyatakan bahwa metode pembelajaran ialah sebuah cara yang berbeda untuk mencapai hasil pembelajaran yang berbeda dibawah kondisi yang berbeda.

(**Harmer, 2001**: 84).Literature promotes the use of vocabulary and language structures, and help learners in their communication processes.

Marcel In 2005, the **accuracy** of the best optical frequency standards has become comparable to that of the best cesium fountain clocks.

Brown, (2003) interview variation and the co-construction of speaking proficiency. Language Testing, 20(1): 1-25.

Larsen-Freeman, (2000). Techniques and Principles in language teaching. the Grammar-Translation Method - The Direct Method - The Audio-Lingual Method - The Silent Way - Desuggestopedia - Community Language Learning - Total Physical Response - Communicative Language Teaching - Content-based.

Parator (1979) sum up the principle of **Audio-Lingual Method** as follow: a. New material is presented in dialogue form. Dialog means conversation, the conversation in this **method** is used to drill the student to be able used the material that have been given.

Curran (1986:89) **students** feel uncomfortable in new situations. By understanding the fears and sensitive **student** teachers can remove **students'** negative feelings into positive energy to learn.

Krashen's input hypothesis (1985). **Krashen** noted that in order for **students** to acquire the target language, the language input they receive must be made comprehensible—through visual support, gestures, context, drama, stories, movies, modeling, and written instruction.

Mumbly (1978) called the Communicative Approach as 'Communicative Syllabus'. Widdowson refer to it as 'Communicative Approach', while Richards & Rogers called it Communicative Language Teaching (CLT).