THE EFFECTIVENESS OF AUDIOLINGUAL AND TASK-BASED LEARNING METHODS IN TEACHING GRAMMAR OF WRITING
(A Quasi-Experimental Study at 7th Grade of a Public Junior High School in Boyolali in The Academic Year of 2016/2017)

A Thesis
Submitted as a Partial Fulfillment of the Requirements for Getting Undergraduate Degree of Education of English Department

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SURAKARTA
2017
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If then this pronouncement proves wrong, I am ready to receive any academic punishment.

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ABSTRACT

The aims of this research are to investigate: (1) whether there is a significant difference in grammar mastery of writing between the students taught using audiolingual method and those taught using task-based learning; and (2) whether the students taught using audiolingual method have higher grammar mastery of writing than those taught using task-based learning. The research method used in this study is a quasi-experimental research design. This research was conducted at a Public Junior High School in Boyolali in the academic year of 2016/2017. The population of the research is the seventh grade of a Public Junior High School in Boyolali. The samples were class VII C as the experimental class which consists of 31 students and class VII A as the control class which consists of 31 students. The research instrument used to collect the data in this study is test. The data were analysed by using t-test formula. The computation of the t-test shows that t observation ($t_o$) = 2.447 is higher than t table ($t_{0.05}$) = 1.960. Therefore, it can be concluded that there is a significant difference in grammar mastery of writing between students taught using Audiolingual Method and those taught using Task-Based Learning. The mean of the scores of the experimental group is 77.74, while the mean of the scores of the control group is 70.88. Therefore, it can be concluded that the students taught using Audiolingual Method have higher grammar mastery of writing than those taught using Task-Based Learning.

Key words: audiolingual method, task-based learning, grammar mastery of writing.
MOTTO

“Lebih baik pulang nama daripada gagal di medan laga”

-Kopassus-
DEDICATION

This thesis is dedicated to:

- My beloved Papa in Heaven
  - My beloved Mama
  - My younger brother
    - All my friends
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The writer realizes that this thesis is still far from being perfect, so he accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers and improvement of teaching English.

Surakarta, July 2017

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