

## AUDIO-LINGUAL METHOD TO IMPROVE STUDENTS' ENGLISH SPEAKING SKILLS

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**Abstract:** This research aimed to determine whether using the Audio-Lingual method improves students' speaking skills at the eighth-grade SMP Negeri 1 Baranti. This research aims to investigate and measure the impact of using the Audio-Lingual method in improving students' English speaking skills. This research used the experimental method. The population of this study was one class of class VIII.1 of SMP Negeri 1 Baranti. In the 2018/2019 academic year, the total population was 23 students. The sample of this study was 23 students. This sample was taken using the cluster random sampling technique. This research applied the Audio-Lingual method in the class. This research applies one type of speaking skills test to determine students' speaking skills. The research results show that using the Audio-Lingual method in teaching speaking can improve the speaking skills of class VIII.1 students at SMP Negeri 1 Baranti. The mean score of the pre-test (54.30) was lower than the mean score of the post-test (57.04), showing that the P-value was lower than the  $\alpha$  ( $0,000 < 0,05$ ) on the significant level of  $\alpha$  0,05. So, the researcher stated that  $H_0$  was rejected and  $H_1$  was accepted. Based on data analysis, the researcher concluded that the audio-lingual method effectively improved students' speaking skills in class VIII.1 of SMP Negeri 1 Baranti.

**Keywords:** Audio-Lingual, Method, Speaking, Skill

## **INTRODUCTION**

Speaking is one of the important parts of English skills that students should master besides reading, writing, and listening. Speaking is a productive skill. It could not be separated from listening (Amoah & Yeboah, 2021; Supriatnaningsih et al., 2019). When we speak, we produce the text, which should be meaningful. Like communication, we can find the speaker, the listener, the message, and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn English sounds.

Based on the current curriculum places importance on the role of English in conveying ideas beyond the borders of Indonesia and absorbing ideas from outside that can be used for the benefit of the nation and state (Măță Liliana et al., 2023). The curriculum emphasizes balancing attitude, knowledge, skills, and competencies (Millner, 2021; Putri & Putri, 2020). Speaking is a process of conveying and sharing ideas and feelings orally. Speaking involves accuracy, appropriateness, fluency, and vocabulary building (Indah Sari et al., 2020; Karami, 2019). All of those elements need to be mastered by the students.

Considering these problems, the researcher proposes using the Audio-Lingual Method for Eighth-grade students. Besides facilitating students with a chance to communicate and interact with friends dealing with speaking problems, the researcher assumes that the Audio-Lingual Method is suitable enough to implement. Speaking is using an ordinary voice, offering words, knowing and being able to use a language to express oneself in words, and making a speech (Sari & Syihabuddin & Damaianti, 2021). So, speaking uses words and produces sounds to express ideas, feelings, thoughts, and needs orally in an ordinary voice (Utomo & Syarifah, 2021).

Mastering speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course by how much they feel they have improved in their spoken language proficiency (Akinwamide & Oguntade, 2023; Lascano Pérez & Altamirano Carvajal, 2023). Indah Sari et al. (2020) state that speaking fluently emphasizes the knowledge of language features and the ability to process information on the spot (Abdurahman et al., 2023). Speaking is speech or utterances to be recognized by the speaker, and the receiver processes the statements to recognize their intentions (Hibatullah, 2019; Mufidah & Roifah, 2020). Explains that learners 'speaking ability is an important skill to improve to make the learners communicate directly.

In SMP Negeri 1 Baranti, where the research was conducted, the students have faced problems in learning English speaking skills. The common problems faced by students are difficult to pronounce words, the students consider that learning English is very difficult (Akinwamide &

Oguntade, 2023; Obloberdiyevna D S, 2022), they often speak their Buginese language, they easily bored and lazy to learn, they also had difficulty in understanding the material given by the teacher (Asfahani, 2019), they have less confidence and often be shy and keep silent during the teaching-learning process, because students are not familiar with English and it is different from Indonesian. Another difficulty is that the students lack English vocabulary because they are passive users of English (Aisiyiah & Hakim, 2020). They only use English in English class. They also often do not use English as the main language in the English class.

Moreover, they are unwilling to open their dictionary. They prefer asking their teacher or friends to find the words in a dictionary. The teacher has ordered them to bring it.

The problems faced by class VIII students at SMP Negeri 1 Beranti in English speaking skills consist of several factors. First, the lack of exposure to English in their local environment can be a barrier. Apart from that, a less interactive teaching approach can also have a negative impact on students' speaking skills. Another factor is the student's level of self-confidence. Students who are not confident in using English may be reluctant to speak or participate actively in lessons. To solve this problem, it is necessary to carry out further analysis regarding the specific conditions at SMP Negeri 1 Beranti. Holding interviews with students, teachers, and related parties and involving them in a more interactive and supportive teaching planning process can be the first step in improving English speaking skills in the school. One of the solutions is using the audio-lingual method.

Audio-lingual methods have various techniques to solve memory problems, such as remembering vocabulary. The Audio-Lingual method is almost the same as any other method. The method that comes before this method is the Direct (Direct Method) method (Kose, 2020). The Audio-Lingual method is the method that focuses on the repetition of some words to memorize. The audio-lingual method is a method that uses drills and pattern practice in teaching language (Agustin & Ayu, 2021; Lascano Pérez & Altamirano Carvajal, 2023). This method has been beneficial to optimize memory. However, some parties are unhappy with this method because it is more visible as a form of engineering alone. It is recognized that the Audio-Lingual Method is not a drug that can overcome all diseases. This method has several limitations (Eyob Kenta, 2019); (Ibna, 2018). Audio-lingual is difficult to apply to abstract forms and concepts; therefore, the solution is to replace the abstract form with a more concrete one.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning depend on the context in which it occurs, the participants, and the purpose of speaking (Jusuf & Bahuwa, 2020); (Wahyuningsih & Afandi, 2020). Speaking is a part of daily life that we take for granted. The average person produces tens of thousands

of words daily, although some, like auctioneers or politicians, may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this skill until we have to learn how to do it again in a foreign language (Dare et al., 2018).

Speaking skills have a prominent place in language programs around the world today. There is an ever-growing need for fluency in English worldwide because the role of English as the world's international language has prioritized finding more effective ways to teach English. It is, therefore, time to review our current assumptions and practices concerning teaching this crucial language skill (Byram & Wagner, 2018); (Freeman, 2020). Our understanding of the nature of listening and speaking has undergone considerable changes in recent years, and this booklet reflects that.

Several previous studies related to using the Audio-Lingual method to improve students' English speaking skills include. The first research showed that applying the Audio-Lingual method could increase students' fluency and understanding in speaking English (Oktaviani et al., 2020). The second study highlights the effectiveness of this method in improving students' vocabulary and pronunciation (Rahim & Ahmadi, 2021); (Irna et al., 2023); (Rashid & Islam, 2020). The third study evaluated the positive impact of the Audio-Lingual method on students' confidence in communicating in English (Elipudin et al., 2019); (Meylina & Jufri, 2023). Meanwhile, the fourth study focused on integrating audiovisual technology into the method and showed increased student motivation (Fathoni et al., 2021); (Rozalinda, 2021). Although these studies provide valuable insights, several gaps inform this research. First, few studies have considered students' psychological aspects, such as intrinsic motivation and self-confidence, in implementing the Audio-Lingual method. Second, most research tends to focus on end outcomes, such as fluency and vocabulary, without paying attention to the process of developing speaking skills. Therefore, this research will explore the impact of the Audio-Lingual method on students' speaking skills by considering psychological aspects and learning processes, creating a more holistic and detailed approach. Thus, it is hoped that this research can provide new contributions in the understanding and implementation of the Audio-Lingual method in improving students' English speaking skills.

This research aims to investigate and measure the impact of using the Audio-Lingual method in improving students' English speaking skills. The impact of this research is expected to be very useful in the educational context; it can develop more effective teaching strategies that are appropriate to student needs. Thus, it is hoped that this research can positively contribute to improving the standard of students' English speaking skills by applying the Audio-Lingual method.

## METHODS

The type of research used in this research is a pre-experimental method, which uses a one-group pre-test and post-test design. This experiment involved one group that received treatment using an audio-linguistic method. The population is a complete set of individuals or subjects with common observable characteristics. The population may be all the individuals of a particular type or a more restricted part of a group. The population of the research is the Eight-grade students of SMP Negeri 1 Baranti. The population of this research is represented in the following table.

**Table 1.** Population of the Research

No	Grade	Number of Students
1	VIII. 1	23
2	VIII.2	23
3	VIII. 3	21
Total Population		67

The sample is the part or number and characteristics possessed by that population. The sampling technique in this research is the cluster random sampling technique. The researcher will choose one class from Three classes of the Eight grade students of SMP Negeri 1 Baranti. So, VIII.1 is the sample. The sample of this research is presented in the following table.

**Table 2.** Sample of the Research

Grade	Male	Female	Number of Students
VIII. 1	11	12	23
Total Sample			23

The data collection procedure for this study involved the following steps:

1. Preparing:

Choosing the subject in research.

2. Giving t-tests to students in two ways.

- a. Pre-test

Before conducting the treatment, the students were given a pre-test to learn how to speak up in s and their basic skills in speaking.

- b. Post-test

After doing treatment for four meetings, the post-test was given to the Eighth-grade students of SMP Negeri 1 Baranti. The procedure and the material are the same as the pre-test. The pre-test and post-test results are calculated to measure whether or not the treatment that was taken effectively improved their speaking skill through the interview test.

The data analysis technique in this research uses the latest SPSS software to analyze the pre-test and post-test control group analysis results. The researcher uses the interview test to analyze the data collected through the speaking test. In this research, the data was collected after a given instrument of collecting data to the respondents (students). The data was analyzed through quantitative analysis. The researcher used the scoring scale to get the score, which includes the accuracy, fluency, and comprehensibility of the students' speaking pieces. The data was analyzed by employing the following procedures:

1. Speaking Test (Interview Test)
  - a. Scoring the students' speaking test

## **RESULTS AND DISCUSSIONS**

### **Result**

Research on "Audio-Lingual Method to Improve Students' English Speaking Skills" focuses on implementing the Audio-Lingual method as a learning strategy to improve students' English speaking skills. By involving students in audio recordings, repetition exercises, and simulations of communicative situations, this method seeks to strengthen the auditive and responsive aspects of language learning. Data collected includes assessments of students' fluency, vocabulary improvement, and changes in their confidence in speaking English.

The results of this study illustrate the extent to which the Audio-Lingual method influences students' progress in speaking English. The measurements can show that students can adopt correct intonation and sentence structure, how much they expand their vocabulary, and how this method increases their confidence in communicating in English. Quantitative and qualitative data were used to evaluate the effectiveness of this method, so it is hoped that this research will provide in-depth insight into its impact on students' English speaking skills.

The data collection procedure for this study involved the following steps: Preparing: Choosing the subject in research; Giving a test to students with two ways; Pre-test: before conducting the treatment, the students were given a pre-test to find out how can the student speak up in the class their basic skill in speaking. Post-test: After treatment for four meetings, the post-test was given to the eighth-grade students of SMP Negeri 1 Baranti. The procedure and the material are the same as the pre-test. The pre-test and post-test results are calculated to measure whether or not the treatment that was taken effectively improved their speaking skill through the interview test.

After giving a pre-test, the researcher treated the group. The researcher gave the treatment four times, and each meeting ran for 80 minutes, with some topics: Dialogue about the introduction, Dialogue about the hobby, Dialogue about daily life, and Chain drill.

1. In the first meeting, the researcher introduces the speaking, including definition, steps, and what are thought could be enclosed in our speaking, and then gives material on “Dialogue about introductions.”, then the instructed students to practice the dialogue in front of the class with the group. The researcher introduces some words to be memorized by the students. Then, the researcher assessed the students' accuracy, fluency, and comprehensibility.
2. In the second meeting, the researcher was given the topic of “Dialogue about hobby.” Then, the students were instructed to practice the dialogue in front of the class with the group, and the researcher introduced some words to be memorized by the students. The researcher assessed the accuracy, fluency, and comprehensibility of the students.
3. In the third meeting, the researcher raised the topic of “Dialogue about daily life” and then instructed the students to practice the dialogue with the group in front of the class. The researcher introduced some words to be memorized by the students and then assessed the students' accuracy, fluency, and comprehensibility.

In the fourth meeting, the researcher will be given the topic of” Chain Drill” and instruct students to sit in a circle in the room. Then, one by one, the students ask and answer questions based on the dialogue that has been studied before. The teacher starts this drill by greeting or asking one of the students to answer the question, and then the students ask a friend beside him. Students who were asked earlier then answered and asked the friend beside him again, and at the end of the meeting, the researcher introduced some words to be memorized by the students.

1. The scores of the pre-test and post-test

The findings were obtained through a pre-test and post-test interview. The result Table 3 was the reference for the student’s previous achievement.

**Table 3.** The Frequency of the Student’s Score of Pre-test

Classification	Score	F	%
Very Good	86 – 100	0	0
Good	71 – 85	0	0
Average	56 – 70	4	17.3
Very Poor	41 – 45	19	82.6
Poor	≤40	0	0
Total		23	100

Table 3 above shows the rate, percentage, and frequency of the students' pre-tests. No students were classified as very good or good; four got average scores (17.3%), 19 got poor scores (82.6%), and none were classified as very poor.

**Table 4.** The Classification Percentage of Student's Score of Post-Test

Classification	Score	F	%
Very Good	86 – 100	0	0
Good	71 – 85	3	13
Average	56 – 70	6	26.0
Very Poor	41 – 45	14	60.8
Poor	≤ 40	0	0
Total		23	100

Table 4 shows that most of the students' post-test scores in the post-test were in the poor category. Still, there were students in good category 3 (13%), the students were classified into average category 6 (26.0%), and the students were classified into poor category 14 (60.8%). No students were classified as very poor. The data of the students' scores are presented in Table 5 below.

**Table 5.** The Mean score and Standard Deviation of the student's test

Class VIII.1	Mean Score	Standard deviation
Pre-test	54.30	3.89
Post-test	57.04	7.997

Table 5 shows that the students' mean score in the post-test (57.04) was greater than the pre-test (54.30). It means the students who taught using the Audio-Lingual method to improve their speaking skills were better than their speaking skills. The standard deviation of the pre-test was 3.89, and the standard deviation of the post-test was 7.997. This means there was a significant difference between students' pre-tests and post-tests. The researcher applied independent t-test analysis using SPSS version 21.0 to prove it.

## 2. Probability Value (P-Value)

The hypothesis stated was tested by using inferential analysis. The researcher applied paired sample t-test analysis using the SPSS 21.0 program for Windows Evaluation Version. The purpose was to know whether or not the difference between the result of students' mean scores pre-test and post-test. The calculation was shown as follows:

**Table 6.** The P-value of the students speaking skill

A	P – Value
0,05	0,000



Based on the students' results obtained and stated in the findings above, the researcher used a paired sample t-test in inferential statistics through the SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In the pre-test and post-test, the researcher found that the p-value was lower than  $\alpha$  ( $0,000 < 0,05$ ). This means that  $H_0$  was rejected and  $H_1$  accepted. It meant that teaching speaking using the Audio-Lingual method greatly affected the students' speaking skills.

### 3. The student's difference score in accuracy, fluency, and comprehensibility

#### a. Accuracy

**Table 7.** The score of Accuracy in speaking on both pre-test and post-test

Accuracy		Mean Score	
Pre-test	Post-test	Pre-test	Post-test
75	76	3.2	3.3

In Table 7 above, in assessing the accuracy of speaking, the pre-test and post-test showed significantly different scores, where the students on the pre-test had 75 scores and in the post-test 76 scores. These also proved in the mean score where the students in the pre-test had 3.2 scores, and the post-test had 3.3 scores. It means the students accurately assessed speaking after being taught using the Audio-Lingual Method.

#### b. Fluency

**Table 8.** The score fluency in speaking on both pre-test and post-test

Fluency		Mean Score	
Pre-test	Post-test	Pre-test	Post-test
75	75	3.2	3.2

Table 8 above, in assessing the fluency of speaking in the pre-test and post-test, showed significantly different scores, where the students on the pre-test had 75 scores and in the post-test 75 scores. These also proved in the mean scores where the students in the pre-test had 3.2 scores and the post-test had 3.2 scores. It means the students had fluency in assessing speaking after being taught using the Audio-Lingual Method.

#### c. Comprehensibility

**Table 9.** The score comprehensibility in speaking both pre-test and post-test

Comprehensibility		Mean Score	
Pre-test	Post-test	Pre-test	Post-test
76	86	3.3	3.7

Table 9 above, in assessing comprehensibility of speaking in the pre-test and post-test, showed a significantly different score, where the students on the pre-test had 76 scores and in the post-test 86 scores. These also proved in the mean score where the students in the pre-test had a 3.3 score, and the post-test had a 3.7 score. It means that the students had good incomprehensibility in assessing speaking after being taught using the Audio-Lingual Method.

## **Discussion**

The results of this research can be discussed by summarizing the key findings and linking them to relevant theories, as well as comparing them with previous research. First, in looking at students' fluency progress, these findings are linked to language learning theory, which emphasizes the importance of auditory practice and repetition to strengthen sound and pronunciation patterns (Kirkova-Naskova, 2019). In this theory, the audio-lingual method is expected to provide intensive training and focus on the auditive aspects of language learning (Kamola & Feruza, 2021). However, the results of this study may reveal further nuances about the extent to which this fluency is acquired in real communicative situations in these schools, which may add to the theoretical understanding of the effectiveness of this method.

In vocabulary expansion, these findings are linked to cognitive theory, which suggests that repetition and structured practice can facilitate the absorption and retention of new vocabulary. The Audio-Lingual method's emphasis on repetition and simulation of communicative situations is expected to expand students' vocabulary positively. However, a comparison with previous research may reveal whether this method is more effective than other language-learning approaches in the same context.

In terms of students' levels of self-confidence, the results of this research are also discussed concerning educational psychology theory, which emphasizes that positive experiences and support can increase students' self-confidence. Audio-lingual methods that engage students in communicative activities and provide positive feedback may increase their confidence in speaking English (Lousa & Suryaman, 2022). However, comparison with previous research can reveal the extent to which this method is more successful in building self-confidence than other learning strategies.

This section dealt with the findings delivered from descriptive statistics and the interpretation of the test results of the experimental group. The description of the data collected through the test, as explained in the previous section, showed that the students' speaking skills improved after the treatment after the use of the Audio-Lingual Method, especially the mean score of the post-test for the experimental group was higher than the mean score of a pre-test for the experimental group (57.04 > 54.30) it is supported by the mean score of the student's test in post-test (experimental group).

The data in the previous section showed that using the Audio-Lingual Method effectively improved students' speaking skills. This is supported by the fact that the mean score of the post-test for the experimental group was higher than the mean score of the pre-test for the experimental group (TARHAN et al., 2020). The conclusion from the above explanation is that the primary goal of the Audio-Lingual Method is that learners can think critically when dealing with a problem in life, both personal problems and problem groups, to find a way out of the problems they face. In addition, learners are expected to face and solve problems skillfully to stimulate the development of a way of thinking and their skills. This result supports the statements of According to Cagri (2013) state that "The Audio-Lingual Method: An Easy Way of Achieving Speech." The Audio-Lingual Method aims to develop students' communicative competence using dialogues and drills. Dial dialogues and drills are effective in foreign language teaching as they lead the students to produce speech.

So, the results of this study provide valuable insights regarding the effectiveness of the Audio-Lingual method in improving students' English speaking skills. By linking the findings to relevant theories, this research can contribute to our understanding of the dynamics of language learning and provide a basis for developing more effective learning approaches. Comparison with previous research can highlight the advantages and disadvantages of Audio-Lingual methods compared to other approaches, opening the door for further exploration in developing innovative language learning strategies.

Based on the students' results obtained and stated in the findings above, the researcher used the P-value in inferential statistics through the SPSS version 21.0 program to test the hypothesis. The statistical post-test result for the pre-test and post-test showed that the p-value was lower than the  $\alpha$  ( $0,000 < 0,05$ ). This means that H1 was accepted and H0 was rejected, on the significant level of  $\alpha$  0.05. It was concluded that there was a significant difference between students' speaking skills. In other words, there was an improvement in the students' speaking after using the Audio-Langual Method to improve the speaking skills of the eighth-grade students of SMP Negeri 1 Baranti.

## **CONCLUSION**

Based on the findings and discussion presented, the researcher concluded that using the Audio-Lingual method was proven effective in improving students' speaking skills in eighth grade students at SMP Negeri 1 Baranti. The data proved that the mean score in the experimental group's post-test was higher than the mean of the pre-test ( $57.04 > 54.30$ ). Furthermore, the result of the p-value was lower than the  $\alpha$  ( $0,000 < 0,05$ ), which meant that H1 was accepted. From the data, the researcher concluded that the Audio-Lingual Method in teaching English, especially speaking, made students

more active and aggressive in speaking in the classroom and that the use of the Audio-Lingual method improves students speaking skills at the eighth grade students of SMP Negeri 1 Baranti.

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