

## THE EFFECT OF AUDIO-LINGUAL METHOD TOWARD TEACHING SPEAKING ABILITY IN PRIVATE ENGLISH COURSE

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### Abstrak

Tujuan penelitian ini adalah mengetahui keefektifan metode *audio-lingual* dalam pengajaran berbicara bahasa Inggris di kursus bahasa Inggris Pare. Jenis penelitian ini menggunakan penelitian kuantitatif dengan Pretest-Posttest One-Group Design. Hasil analisis data nilai pretest dan posttest menggunakan uji-t yang diperoleh dari rata-rata nilai pretest 62,2 dan rata-rata nilai posttest 80,13. Dengan jumlah sampel adalah  $N = 15$ , diperoleh  $t\text{-hitung} = 6,881$  dengan taraf signifikansi 5% sebesar 2,048. Sehingga dapat disimpulkan bahwa  $t\text{-hitung} = 5,676 > t\text{-tabel} = 2,048$  maka hasil tersebut menunjukkan bahwa uji t berpengaruh signifikan. Dan kesimpulannya yaitu ada pengaruh dari metode *audio-lingual*. Saran yang dapat peneliti bagikan adalah guru harus selalu update, lebih kreatif dan inovatif dalam melaksanakan pembelajaran di kelas agar dapat meningkatkan keaktifan dan minat belajar siswa dalam mengikuti pembelajaran. Seperti penerapan metode yang terintegrasi dalam teknologi hingga metode *audiolingual*, metode tersebut memiliki pola struktur yang menggunakan latihan berulang seperti latihan pola sehingga dengan fitur praktis merupakan *self-service*.

**Kata Kunci:** *Audio-lingual*, kemampuan berbicara, pengajaran bahasa Inggris.

### Abstract

This study aimed to determine the effectiveness of the audio-lingual method on teaching speaking English in the English course Pare. This type of research is quantitative research using the Pretest-Posttest One-Group Design. The results of the analysis of the pretest and posttest learning outcomes data with the t-test were obtained with an average pretest score of 62.2 and an average posttest score of 80.13. With  $N = 15$ , obtained  $t\text{-count} = 6.881$  with a significant level of 5% of 2.035. Because  $t\text{-count} = 5.676 > t\text{-table} = 2.048$  then this shows that the t-test has a significant effect. This shows that there is an effect of the audio-lingual method. The suggestion that researchers can convey is that teachers must always be updated, be more creative and innovative in carrying out classroom learning in order to increase the activeness and learning interest of students in participating in learning. Such as the application of methods that are integrated in technology to the audiolingual method, where itself has structural patterns that use repeated exercises such as pattern drills with practical features it is a self-service.

**Keywords:** Audio-lingual, speaking ability, teaching English.

### INTRODUCTION

The learning method is an important factor in teaching activities for speaking skills. Teachers must know the right method in motivating students in terms of learning. The impact of students in achievement is high motivation. Therefore, teachers must understand and pay attention to the techniques or methods that will be used in giving material such as speaking skills. There are many methods that teachers use to motivate their students. One of the methods used in classroom learning is the Audio-Lingual Method which later when applied can improve students' speaking skills (Zulfa Amirudin, 2012).

According to Suyitno (2018), the audiolingual method focuses on memorizing vocabulary, making dialogues,

focusing on training and reading texts. students directly practice and teaching procedures in this method are taken from the previous method, namely the Direct Method. The goal is to create students who have communicative competence in practicing.

The audio-lingual method is a method that is carried out in the classroom using a foreign language that focuses on teaching listening and speaking before reading and writing. According to Freeman (2000) states that the Audio-lingual method teaches students the use of grammatical patterns. This shows that the focus of this lesson is on improving students' target language communicatively. There are eleven techniques in the audio-lingual method that can be achieved by students. Larsen-Freeman (1986) states that the teacher's goal is to

use the audio-lingual method in a communicative and targeted manner. They believe students should learn automatically without must being critical thinking. The main characteristic of the audio-lingual method is that the dialogue presentation is based on new items and vocabulary structures.

Dialogue can be done through hands-on exercises and created using patterns. In his book (2002) he states that we must use practice if we want students to be able to communicate well. Part of the audio-lingual method has been used in teaching speaking. The main goal of the audio-lingual method is to use the target language communicatively, and practice well.

Based on the previous study, Purwita Anggraeni (2007) conducted about *Audio-lingual Teaching as an Alternative Method in Teaching Speaking*. She observed her study at junior high school. She investigated How effective is Audio-lingual Teaching Method is used as an alternative method in improving the students' speaking immediately. achievement? In his research, he said that teachers train students by using strategies combined with training in the Audio-lingual teaching method. Students practice dialogue in groups in front of the class. The result of the research is that students show great enthusiasm during the learning process, using the Audio-lingual teaching method to teach speaking ability in junior high school students very well.

However, Ridwan Prayoga (2012) conducted about teaching listening skills using an audio-lingual method at first-grade students of private English courses. He investigated to find out how Far the students' listening ability was and to find out the effectiveness of the audio-lingual method as an alternative method in improving the student's listening skills. In his study, He noted The Audio-lingual method is important for the students to support their ability in increasing students listening ability. Then in his study, he also explained several drills used in teaching listening in the audio-lingual method. In this case, the teacher must be creative in the teaching procedure. The teachers have to improve their knowledge of teaching listening as simply as possible, so the students will not get bored when studying with this method.

Based on the previous study above the difference between the implementation of the audio-lingual method used in formal education and course institution is informal education the teacher only uses one drill in the audio-lingual method and the teacher only focus on reading the dialogue and seldom ask the students to practice the dialogue. While in course institution the teacher used several drills in the audio-lingual method and often practice in the classroom.

Kemoy Edward (2012), mentioned audio-lingual method followed a structural syllabus and most of the

activities were based on dialogue and drills. The teacher first presents a model dialogue after Then the teacher will read the dialogue of each line and will be imitated by the students. After that certain key phrase from the dialogues maybe change. Then the student will substitute the pattern in the drills.

According to the discussion above, it was necessary to conduct research to describe the teaching method in listening and talk class in improving students' speaking skills. The formulation of the problem which is going to be discussed in this paper is as follows: "Is there any significant effect of Audio-Lingual Method Toward Teaching Ability in Private English Course of Pare Kediri"?

In conclusion, the main point of the research was to investigate the implementation of the audio-lingual method used by the teacher to reach the goal of teaching and learning speaking in listen and talk class. Then, for the purposes to answer the investigation, this research was conducted in a private English course that applied the audio-lingual method in conducting the teaching and learning speaking process. With a hope that the researcher understood and described how teaching and learning speaking using the audio-lingual method.

Audio-lingual methods, like the direct methods or we call it "learning by doing", are also oral approaches. However, very different from this case rather than emphasizing the use of vocabulary through exposure to its use in situations, the student knows the use of grammatical sentences by audio-lingual (Larsen-Freeman, 2000). The addition also comes from conditioning the language target to help the learners give fast to respond and correctly through formation and reinforcement to a compressed in a chain exercise for mastery the target language by memorizing and repeating it, and speaking errors can be avoided through the lingual audio method.

In the audio-lingual method are provided short patterns or even long patterns as well such as dialog, so the student has to listen, repeat and memorize what they listen to. Dialogue shows some grammar and vocabulary to students how to use some types of patterns based on some sort of situations or even culture. Dialogues illustrate sociocultural situations, such as opening by greeting, body by opinion exchanges. The agreement, like it or not, in choosing a topic is very useful for students to memorize and adjust which utterances are suitable for speaking. According to Brown (2001) states that the audio-lingual method focuses on linguistic and psychological theory. He argues that the learning model is influential and forms a habit that fits perfectly with the practice of the audio-lingual method pattern.

Speaking skill is one of important skill in students' daily life. Expression of feelings, ideas, or opinions to

others by using words or sounds. Expression is an expression when speaking to inform, entertain, and persuade. Speaking is a verbal language used to communicate with other people, because of the importance of a language that must be mastered by students (Chastain, 2013).

Speaking is a productive skill. Speaking and listening have a really strong correlation. When we do the activity, we produce text that is meaningful. In everyday communication, we can find speakers, listeners, messages, and feedback, and all of them have very important interactions. Speaking also has a strong correlation with pronunciation so it will encourage students to learn English sounds.

According to Ladouse (2015) said that speaking is a description of activity the ability to express oneself in a situation, or an activity to report actions, or to express a series of ideas fluently. Furthermore, speaking is a way of communicating to influence our daily lives (Tarigan, 1990).

In the implementation of the audio-lingual method there are three steps:

#### **Pre-Teaching Activity**

Before the teacher begins the material, the teacher will give some ice breaker like giving a quote or song which has something to do with the lesson given, then the teacher asks the student what they get or what they understand from that quote or song after they try to explain what they get from that quote or song, the teacher gives the explanation more detail to make everything understandable and clearer and for the last, they will memorize the quote or sing the song which has given from the teacher.

#### **Whilst Teaching Activity**

The teacher gives the material for the example dialog from the audio, then the teacher will read the dialog while the student will repeat the dialog after reading by the teacher, while the student reading the dialog, the teacher corrects some incorrect pronunciations the students are mentioned. After reading the dialog the teacher explains what the meaning for each vocabulary or idiom on that dialogue is. After finishing translating the dialog, the teacher will give time to the student to make another dialog with the same topic but by their own language and style, and the teacher checks all students when they are making the task while correcting some mistake or even to encourage the students. When they finish with their dialogue, they deliver the dialog that they made in front of their friends while the teacher corrects some grammatical errors or incorrect

pronunciation. After all the material is given, the teacher shares something to make the student become a better learner such as how to speak in front of many people and overcome nervousness and how to show our confidence when we are speaking in front of public, and the teacher will repeat the audio one more time to influence the student speaking ability and make their listening skill becoming better.

#### **Post Teaching Activity**

The teacher reviews the grammatical error or some mistakes the student made when they were delivering their task or assignment, and for the last session, the teacher encourages the student to study more and harder by explaining the importance of learning for their future career and skill development.

### **METHOD**

#### **Research Design**

According to Sugiyono (2017) The research method is basically a scientific way to obtain data with certain goals and uses. The research method used is an experimental method which is included in the quantitative method. Quantitative method is a research method that processes data that has been obtained using statistics.

The research design used in this study was a Pre-Experimental Design in the form of a One-Group Pretest-Posttest Design. In this design there is a pretest before being treated. Thus, the results of the treatment can be known to be more accurate, because it compares with the situation before being given treatment (Sugiyono, 2017). This design can be described as follows:

O1 X O2
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Description:

O1 = Pretest score (Before giving audio-lingual method treatment)

O2 = Posttest score (After being treated with the audio-lingual method)

O2-O1 = The Effect of Audio-Lingual Method Toward Teaching Speaking Ability

Basic 2 class students will be given a pretest to determine the initial conditions before being given treatment. After the pretest results were obtained, then the experimental class students were treated using the audio-lingual method for teaching speaking ability. Students were given a posttest to get the final results after students were given treatment in the study.

## Population and Sample

This research is conducted at The Pare Kediri English Private Course. The students have to be able to have skill and ability both in other subjects and English.

The student population used in this experiment consisted of two classes. There are about 30 students in the elementary grade who will be selected using a random technique. 15 students from the basic 1 class became the experimental treatment group and 15 students from the basic 2 class became the control group (no treatment). Students consist of 15 persons from various cities. The sample are shown in the following table:

**Table 1. Sample of Class (Basic 2)**

Name	Gender	City	Age
E B	M	JAMBI	25
AR F	M	MOJOKERTO	22
A F S	M	JAKTIM	23
M R I	M	NGANJUK	22
A S	M	PEKANBARU	20
D L	M	SUBANG	22
N M	F	TAPANULI	23
A F R	M	TULUNGAGUNG	20
I C F	M	BANGKALAN	25
U A	F	ACEH	32
C A	F	TANGERANG	23
A M	M	JAMBI	55
S F P	F	MALUKU	19
D I	M	JAMBI	13
S R P	M	MALANG	22

## Collecting Data

Data collection was carried out by researchers when taking data from the pre-test and post-test, giving pre-test to the subject before treatment using the Audio-Lingual Method. Meanwhile, the post-test given was finally as follows.

### 1. Pre-test

In the pretest, the researcher gave a test to the students to find out the students' basic knowledge in speaking ability.

### 2. Treatment

Researchers gave a different set of treatments to both groups; applying the Audio-Lingual Method to the experimental class in teaching speaking ability. In the treatment, the researcher gave descriptive material to students that accurately described a person, object, and situation. When delivering material, the researcher uses audio as a medium and applies the Audio-Lingual Method in teaching speaking. The treatment was given three times to students.

### 3. Post-test

After giving treatment to the students, the researcher gave a post-test to the students. This post-test aims to determine the students' speaking ability after being given treatment three times.

The test was carried out to obtain data on students' speaking abilities. The process of taking the test is in the form of a performance test where students of the Pare Kediri English Private Course are asked to retell descriptive stories, namely famous artists, entertainment places, favourite objects based on videos and the assessment rubric used is presented below:

**Table 2. Questionnaire Assessment Rubric for Speaking skills**

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

## RESULTS AND DISCUSSIONS

### Results

#### a. Pretest Score

**Table 3. The Score of Pretest**

No	Student	Pre(Y1)
1	E B	65
2	AR F	62
3	A F S	58
4	M R I	75
5	A S	72
6	D L	68
7	N M	50
8	A F R	72
9	I C F	55

10	U A	62
11	C A	70
12	A M	61
13	S F P	63
14	D I	56
15	S R P	70

Description of the pretest score of learning outcomes for basic 2 class. The total score with 15 students as respondents is 933, the average score is 62.2

**Tabel 4. Mean-Percent**

Score	f	%	Mean
50 – 59	5	33,3	62,2
60 – 69	7	46,7	
70 – 79	3	20,0	

From the bar chart data, it can be seen that the comparison of pretest scores was (50 – 59) amounted to 5 students 33.3%, (60 – 69) amounted to 7 students 46.7%, and (70 – 79) amounted to 3 students 20.0%.



**Figure 1. Pretest Score**

**b. Posttest Score**

**Table 5. The Score of Pretest**

No	Student	Post(Y2)
1	E B	78
2	AR F	75
3	A F S	73
4	M R I	88
5	A S	80
6	D L	75
7	N M	66
8	A F R	84

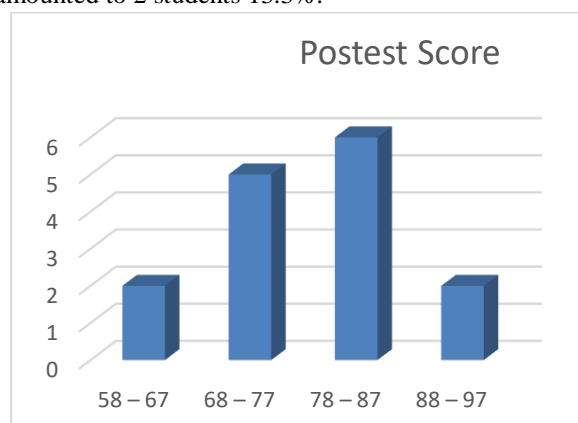
9	I C F	86
10	U A	77
11	C A	82
12	A M	75
13	S F P	81
14	D I	68
15	S R P	89

The description of the final grade of Basic 2 Class Learning Outcomes. The total score with 15 students as respondents is 1202, the average score is 80.13.

**Tabel 6. Mean-Percent**

Score	f	%	Mean
58 – 67	2	13,3	80,13
68 – 77	5	33,3	
78 – 87	6	40,0	
88 – 97	2	13,3	

From the bar chart data, it can be seen that the comparison of pretest scores was (58 – 67) amounted to 2 students 13.3%, (68 – 77) amounted to 5 students 33.3%, (78 – 87) amounted to 6 students 40.0% and (88 – 97) amounted to 2 students 13.3%.

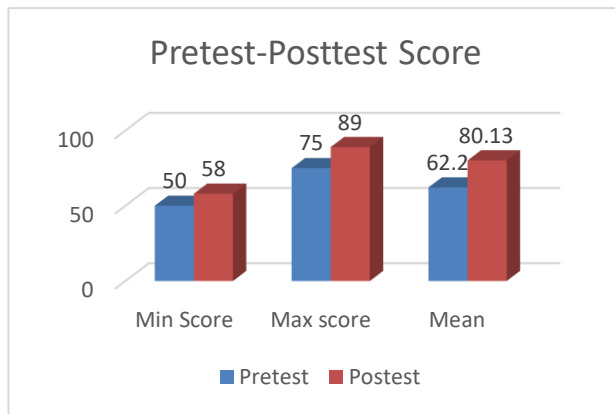


**Figure 2. Posttest Score**

**c. Comparison of Initial and Final Scores of Speaking Ability**

**Tabel 7. Pretest and Posttest Scores of Speaking Ability**

Jenis Tes	Min Score	Max score	Mean	Finished	Not Finished
Pretest	50	75	62,2	3	12
Posttest	58	89	80,13	13	2



**Figure 3. Pretest-Posttest Score**

Based on Table 7 and Figure 3 of the research results, the lowest score in the pretest test was 50, the highest score was 75 and the average value was 62.2. Mastery learning outcomes on the pretest test students who complete reach 75 as many as 3 students and students who do not complete as many as 12 students. While the results of the posttest obtained the lowest score of 58, the highest value of 89, and the average value of 80.13.

The mastery of learning outcomes in the posttest test of students who completed 75 were 13 and students who did not finish were 2 students. The research data shows that there has been a significant increase in speaking ability after being given the audio-lingual method.

#### **d. Test Requirements Analysis**

The normality test data is used to determine whether the sample from the population is normally distributed or not. Lilliefors test is used to test this normality. Suppose a random sample using  $X_1, X_2, \dots, X_n$ .

Based on this sample, the null hypothesis and alternative hypotheses will be tested, namely:

$H_0$ : The sample does not come from a normally distributed population.

$H_a$ : The sample comes from a normally distributed population.

The steps to test the normality of a sample are hypothesis testing criteria in the Lilliefors test, namely if the value of  $L_0$  is obtained, then  $H_0$  is accepted or the sample comes from a normally distributed population. The results of the normality test obtained the scores in table 4 below:

**Table 8. Normality Test Results**

#### **One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		15
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.9220370
Most Extreme Differences	Absolute	.206
	Positive	.206
	Negative	-.108
Test Statistic		.206
Asymp. Sig. (2-tailed)		.085 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the SPSS output table with  $n = 15$ , the significant level is 5%. a significance value of 0.085 is greater than 0.05, so according to the basis of the decision making of the One-Sample Kolmogorov-Smirnov Test, it can be concluded that the data is normally distributed.

#### **e. Hypothesis test**

To test the hypothesis in this study, the researcher used a t-test which was conducted to compare the results of the data from the pretest and posttest calculations and determine whether or not there were differences as a result of treatment X, namely learning using the audio-lingual method on speaking ability, which was analyzed by t-test. The hypothesis proposed in this study is the effectiveness of the audio-lingual method on the speaking ability of the English course students in Pare.

$H_0$ : There is no effect of Audio-Lingual Method Toward Teaching Speaking Ability

$H_a$ : The Role Audio-Lingual Method is effective in improving the learning outcomes Toward Teaching Speaking Ability

From the data above, it can be seen whether the Audio-Lingual Method can have a significant effect on students' speaking ability, then the t-test results are calculated using SPSS

**Table 9. t-Test Calculation Results**

		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference		Lower	Upper
scores	Equal variances assumed	.128	.723	-5.676	28	.000	-14.5333	2.5604		-19.77	9.28
	Equal variances not assumed			-5.676	27.883	.000	-14.5333	2.5604		-19.77	9.28

Based on the output above, it is known the score of sig. Levene's Test for equality of variances is  $0.723 > 0.05$ , it can be interpreted that the data variance between pretest and posttest is homogeneous. So that the interpretation of the independent samples test output table is guided by the equal variances assumed table.

Based on the table above, there is a sig (2-tailed) value of  $0.000 < 0.05$ , so as for decision making in the independent sample t test, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there is a significant difference between the mean pretest and posttest.

Thus, the t-count value is  $5.676 > t\text{-table } 2.048$ , so based on the decision-making by comparing the t-count value with the t-table, it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted, which means there is a difference in the average results of the pretest and posttest.

Based on the results of field data, the study began with instruction after that by applying the treatment. In the planning step, the researchers focused on improving students' speaking skills through audio lingual method in the experimental group. For this purpose, an instructional plan or teaching-learning scenario and instruments are prepared. Students do the treatment by forming a group consisting of 3 students so that there will be 5 groups. There are 3 topics selected in 3 tasks, simple report texts about objects, animals, natural phenomena/events according to the context of their use. The three selected topics were completed in 6 meeting sessions. There are five steps for learning process : the first step, the teacher provides information related to the text to be studied and students must prepare the text, the second step the teacher gives an example text to students and follows the pronunciation of the sentences contained in the text after that the students repeat the text that the teacher has said according to the existing examples and the teacher immediately corrects the student's mistakes directly, the

third step, the teacher gives instructions to students to memorize texts, especially difficult vocabulary, then students practice it in front of the class, In the fourth step, the teacher gives a statement in a sentence and then uses the word or phrase as a cue the students, when repeating the line, must replace the sentence in the correct place. the fifth step, the teacher selects words and then removes them from the sentence, then students have to find the deleted words and form a sentence from the dialogue that students have to find and insert.

Meanwhile, the experimental group significantly increased in speaking ability. These results are caused by the effectiveness of the audio-lingual method on speaking ability. Students become more confident in doing activities related to speaking. However, the mean score between pre-test and post-test was higher in class.

## Discussion

Based on the data analysis described above, it can be seen that before the research was carried out, the researcher conducted a preliminary analysis first, by conducting a normality test using the Liliefors test. The initial data in this study are the pretest scores obtained from students in Basic 2 class. Before the pretest questions are given, the researcher gives the pretest questions to the test class (Basic 3 class) so that the questions meet the requirements as evaluation questions, namely valid, reliable, powerful. discriminatory, and have the appropriate level of difficulty. After the pretest questions were given, the initial normality test used the Liliefors test. The normality test was assessed as a pretest for students in the Basic 2 class with  $n = 15$  and  $= 0.05$  having a price result of  $0.085 > 0.05$ , so the class that had taken the pretest came from a population with normal distribution.

Based on research data, students who take part in learning using the Role-Playing learning model assisted by the Multiply Cards media become more enthusiastic to participate in the learning process because it is interspersed with games. so that students who take part in learning using the Role-Playing learning model assisted by the Multiply Cards media have higher learning outcomes than when using conventional learning models.

Based on the results of the analysis that has been carried out on the data of the pretest and posttest values for the Basic 2 class, it is said that the student learning outcomes are normally distributed. The results of a one-party t-test where the t count that has been obtained was consulted with t count  $> t$  table, namely  $5.676 > t\text{-table } 2.048$ , the conclusion is that the learning outcomes of students who took the posttest were better than when taking the pretest after using the audio-lingual method. Then the individual learning completeness of the students who took the posttest was higher than the students who took the pretest



with the achievement of 13 students for the posttest and 3 students for the pretest. Furthermore, the classical mastery study results obtained after taking the posttest had a mastery percentage of 86.6%, this is the achievement of classical mastery after taking the posttest more than 75%. Meanwhile, students who took the classical learning completeness pretest got a percentage of 20.0%.

Based on the results of the study, all the problems behind the implementation of this research can be answered and solved with the explanation of the discussion above. So that the hypothesis and research objectives can be achieved, namely the effectiveness of the audio-lingual method toward teaching speaking ability in the English course. Speaking English is very important in the era of globalization and is useful for advancing the human mind. So, it is necessary to have a method to facilitate the existence of speaking English.

Based on the analysis in Latha's opinion (2013) The small role that will be followed by students in each lesson will have a positive impact when what method is used so that in the application in the classroom, the teacher and students interact. In fact, social interactions tend to dominate only a few students. In general effect of using audio-lingual in the learning process. It can achieve in accordance with the learning objectives, but it also requires long-term efforts, patience, and monitoring in the classroom. So, there is a need for classroom monitoring or feedback. (Yang, 2013).

Learning activities using drills on audio-lingual make students involved in the process of speaking correctly. The speaking practice use dialogue is carried out by the teacher and students make them accustomed to expressing relevant expressions and providing responses using the necessary English expressions by being involved in interactions so that learning objectives will be achieved. The pattern of learning used will be more effective, especially for those who have less teaching English especially speaking (Mart, 2013). Furthermore, this method provides opportunities

for students to practice what they have learned, including knowledge of grammar and vocabulary. According to Haq (2014) which shows that the audio-lingual method always in progress and important role in developing students' speaking ability at the time.

## **CONCLUSION**

Based on this research, it can be concluded that the audio-lingual method is effective in teaching English speaking in the English course Pare. This is evidenced by the results of the t-test where  $t_{\text{count}} > t_{\text{table}}$  or  $5,676 > 2,048$  with an average value from 62.2 to 80.13. Individual learning completeness of the experimental class has reached an average score of more than 62.2. The students consist of 3 students from 15 students completing individually. Furthermore, based on classical learning completeness, the percentage of students who completed classically on students who took the posttest had exceeded 75% with the percentage of student completeness reaching 86.6% of 13 students.

## **Suggestions**

Based on the results of the study, the suggestions that can be submitted are as follows:

- 1) learning by using the audio-lingual method in the learning process as a variation of teaching so that it is not monotonous and achieves creativity in students and is confident in learning in class. Audio lingual method on speaking ability has been proven to improve student learning outcomes.
- 2) Audio lingual methods are recommended by the author to continue to be developed so that students are interested and motivated. Especially for teaching speaking which requires variations in teaching, not just lectures. Learning is created and useful for students in practicing, so it can be called self-service.



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