

The Use of Audio Lingual Method to Improve the Students' Speaking Ability at SMA Anugerah Harapan Bangsa Medan

Marice Saragih¹, Himpun Panggaban²

¹Institute Tehnologi dan Bisnis Indonesia, ²Universitas Methodist Indonesia

maricesaragih@gmail.com

himpang_25@yahoo.com

Received : February 4th , 2025 *Accepted* : February 6th , 2025 *Published* : February 7th , 2025

Abstract

This study aimed to examine the impact of the Audio-Lingual Method on students' speaking skills. A quantitative research approach was employed, with the research population consisting of second-grade students at SMA Anugerah Harapan Negeri Medan, totaling 60 students. The sample comprised 30 students in the experimental group and 30 students in the control group. Data were gathered through a speaking test, where students first listened to a short passage, then repeated, imitated, and memorized the text before recording what they had heard. The collected data were in the form of audio recordings. The findings indicated a significant difference in students' speaking performance between those taught using the Audio-Lingual Method and those who did not receive the same treatment. The scores obtained from both the experimental and control groups revealed that the mean pre-test score for the control group was 50.50, increasing to 60.67 in the post-test. Meanwhile, in the experimental group, the pre-test mean score was 60.93, which improved to 78.90 in the post-test. These results suggest that students who received instruction through the Audio-Lingual Method achieved higher scores compared to those who were not exposed to the same method. In conclusion, students' speaking proficiency improved significantly after being taught using the Audio-Lingual Method.

Key Words : Audio-Lingual Method, Speaking Ability

INTRODUCTION

Language serves as a crucial means of communication, enabling individuals to exchange information, express ideas, and convey messages effectively. It is a fundamental tool that facilitates interaction, knowledge sharing, and mutual understanding. Language can be expressed in two primary forms: spoken and written. According to bin Tahir (2015), spoken language involves vocal expressions, allowing individuals to communicate directly by speaking and listening. On the other hand, written language utilizes letters, numbers, or symbols arranged systematically to form words, sentences, or texts that can be read and understood by others.

Furthermore, language shapes thought and perception, as each language possesses unique ways of expressing concepts and ideas. Speaking ability plays a vital role in effective

communication, as it enables individuals to articulate their thoughts clearly. For students, mastering speaking skills is essential, and teachers must employ appropriate methods to facilitate their learning process, ensuring both comprehension and interest in English. Kosar & Bedi (2014) emphasize that enhancing learners' speaking skills is a key aspect of fostering direct communication.

The process of developing speaking proficiency requires both accuracy and fluency. A proficient speaker must be able to deliver messages clearly, and pronunciation plays a significant role in ensuring comprehension. Many teachers aspire for their students to speak fluently, but achieving this goal is challenging and requires diverse instructional strategies. Despite studying English for more than ten years, many students still struggle with speaking proficiency, indicating the need for more effective teaching methods and approaches to improve their spoken English skills.

The writer aims to address students' difficulties in learning English by applying the Audio-Lingual Method. According to Brown (2004:14), a method is a structured approach designed to achieve linguistic objectives, shaping both the roles and behaviors of teachers and students. Among the various methods used in English language teaching, the Audio-Lingual Method has proven to be effective in enhancing students' speaking skills, particularly in pronunciation. By employing this method, teachers guide students in developing their speaking proficiency, ensuring they can articulate words clearly and convey messages effectively to listeners.

Several previous studies have explored techniques and approaches to improve students' speaking abilities, including research conducted by Nita & Syafei (2012) and Mart (2013). Many of these studies have highlighted the effectiveness of the Audio-Lingual Method in language learning. Larsen-Freeman (2000) emphasizes that this method trains students in constructing grammatically correct sentences, while Alemi & Tavakoli (2016) note that it involves not only drilling short sentence patterns but also engaging students in various dialogues that they must listen to, repeat, and memorize. Through this approach, students become familiar with word sounds, sentence structures, and pronunciation, ultimately enhancing their speaking abilities.

The writer believes that the Audio-Lingual Method is an effective solution to students' challenges in English learning, as it fosters greater interest in the language and prevents boredom in the classroom. Richard & Schmidt (2002) define pronunciation as the process of producing specific sounds, highlighting its crucial role in communication. Incorrect pronunciation may cause misunderstandings, making it an essential aspect of speaking skills.

Several studies have examined the implementation of the Audio-Lingual Method in teaching speaking. Mart (2013) found that using dialogues and drills enables students to produce speech more effectively. Repeated practice helps students respond quickly and accurately in spoken interactions. The method emphasizes oral communication, encouraging students to acquire the target language through repetition, which ultimately fosters fluency. The more frequently students practice, the more easily they internalize the language.

Rahman (2020) concluded that the Audio-Lingual Method makes students more active and engaged in classroom speaking activities. Similarly, Safitri et al. (2019) reported significant improvements in students' speaking skills when this method was implemented. This research specifically examines students' speaking accuracy after being taught using the Audio-Lingual Method. Since this approach encourages active participation and engagement, it is well-suited for speaking practice. Teachers can utilize audiovisual materials, such as videos and other audio-based tools, to expose students to authentic spoken language. By implementing this method from an early age, such as in elementary school, students will have a strong foundation in English, enabling them to use the language fluently by the time they reach high school. Based on the explanation above, the

purpose of this research is to investigate the improvement in students' speaking accuracy after being taught using the Audio-Lingual Method.

RESEARCH METHODOLOGY

In this study, the researcher designed and implemented communication strategies to enhance students' speaking fluency. The students who participated in the study were assessed based on their speaking abilities. This aligns with the statement by Arikunto (1998:67), which suggests that by utilizing an experimental and control design, researchers can deliberately introduce variations and then analyze the results. This research involved two groups: an experimental group and a control group. The experimental group received instruction using the Audio-Lingual Method in speaking activities, whereas the control group was taught without applying the Audio-Lingual Method.

Population refers to a group of individuals sharing specific characteristics. According to Arifin (2003:6), a population consists of a set of objects with particular traits that serve as the focus of a study. In this research, the population comprised all eleventh-grade students of SMA Anugerah Harapan Negeri Medan, totaling 60 students. Meanwhile, a sample represents a subset of the population selected for observation or analysis (Arikunto, 1998:109). Additionally, Ary (1979:163) defines a sample as a smaller group chosen for study. In this research, the sample consisted of 30 students in the experimental group and 30 students in the control group.

In evaluating the students scores, speaking task by Harris (1969:84) was used, by making a little modification because not all of the aspect of speaking in that scoring. The Language accuracy of the students was measured as :

$$\text{Pronunciation Score} = \frac{\text{Total Score} \times 100}{20}$$

$$\text{Grammar Score} = \frac{\text{Total Score} \times 100}{20}$$

$$\text{Speaking Accuracy} = \frac{\text{Pronunciation} + \text{Grammar score}}{2}$$

There are five categories scoring speaking task; 1-20 20-40, 40-60, 60-80 and 80-100 with the qualification, 1-4 20 is very low, 20-40 is low, 40-60 is fair and 60-80 is good, 80-100 is very good In order to get data, the researcher administrated the way of collecting data as follows;The students asked to listened the speech from the audio then they were asked to record the speech without text.

FINDING

The writer used Audio-Lingual Method in this research. Audio-Lingual Method is one of teaching strategies as a tool to increase the students' speaking achievements. Audio-Lingual Method can make the students active when learning English in the classroom. Before the strategy was applied for experimental group the writer gave the students in experimental group pre-test to see their ability. The next step was applied by using Audio-Lingual Method of this group. After applied the strategy, the writer gave the students pre-test and post-test to see whether their ability in English speaking would be affected by the Method. The result of the pre-test and post-test by the students in experimental group can be shown in the following tables.

Table 1. The calculation of experimental group

No	Student,s Initial Name	Pre-Test (Y1)	Post-Test (Y2)	Deviation (d)	Square Deviation
1	ALD	52	82	30	900
2	ALR	71	79	8	64

3	BIR	54	70	16	256
4	TIH	39	72	33	1089
5	RIN	61	82	21	441
6	KSD	60	78	18	324
7	HAS	64	79	15	225
8	ROY	50	80	30	900
9	DAS	65	75	10	100
10	STO	67	80	13	169
11	RSI	55	70	15	225
12	LOI	60	76	16	256
13	GRS	56	78	22	484
14	GLO	67	87	20	400
15	GEO	55	76	21	441
16	ALG	56	80	24	576
17	ASD	60	81	21	441
18	TER	70	82	12	144
19	DS	65	75	10	100
20	BDS	68	78	10	100
21	KOG	60	80	20	400
22	TIR	75	85	10	100
23	TIM	67	78	11	121
24	TAN	55	75	20	400
25	TIN	60	76	16	256
26	BG	56	80	24	576
27	DAS	60	78	18	324
28	ALT	65	80	15	225
29	ALS	75	90	15	225
30	RS	60	85	25	625
TOTAL		1828	2367	539	10887
MEAN		60.93	78.90	17.97	

The experimental group had a pre-test mean of 60.93, a post-test mean of 78.90, and a deviation of 17.97. It indicates that the variance is high, and the pupils' scores after being taught using the Audio Lingual Method were high. The following table shows the post-test results for students in the control group.

Table 2. The calculation of control group

NO	STUDENTS' INITIAL NAME	PRE-TEST (y1)	POST-TEST (y2)	DEVIATIO N (d)	Square Deviation (dy) ²
1	AFS	50	56	6	36
2	ACMS	60	66	6	36
3	AFWS	45	53	8	64
4	BS	34	48	14	196
5	CUP	43	45	2	4
6	CAS	45	50	5	25
7	DMN	46	51	5	25

8	EDS	47	58	11	121
9	EN	40	45	5	25
10	EMN	50	62	12	144
11	FEB	65	66	1	1
12	FSB	65	66	1	1
13	GJP	60	65	5	25
14	HDW	44	48	4	16
15	INS	45	51	6	36
16	JN	47	59	12	144
17	JT	41	55	14	196
18	LIN	43	48	5	25
19	LKS	45	55	10	100
20	MZ	44	48	4	16
21	NVP	40	47	7	49
22	ONH	40	54	14	196
23	PBH	55	70	15	225
24	PCS	55	75	20	400
25	RHS	60	76	16	256
26	SJ	56	80	24	576
27	SN	60	78	18	324
28	WAS	65	80	15	225
29	WL	75	90	15	225
30	ZN	50	75	25	625
TOTAL		1515	1820	305	4337
MEAN		50.50	60.67	10.17	

The mean of the students in the pre-test was 50.50, the post-test was 60.67, and the deviation in the control group was 10.7, indicating that the deviation is low. This group was taught without the Audio-Lingual Method.

DISCUSSION

The objective of this study was to determine whether the Audio-Lingual Method (ALM) effectively enhances students' speaking accuracy. The findings reveal that innovative teaching methods are necessary to improve students' English proficiency, and the Audio-Lingual Method plays a crucial role in this improvement. The pre-test and post-test results from both the experimental and control groups demonstrate a significant difference, indicating that the use of ALM positively impacts students' speaking abilities.

The improvement observed in the experimental group can be attributed to key techniques in the Audio-Lingual Method, such as repetition, imitation, and memorization of sentence structures. According to Richards & Rodgers (2014), the Audio-Lingual Method focuses on drilling and pattern practice to help learners internalize language structures effectively. Similarly, Larsen-Freeman (2011) states that frequent exposure to target language patterns reinforces pronunciation, grammar understanding, and fluency in communication. The findings in this study align with previous research, where the Audio-Lingual Method was found to improve learners' speaking accuracy due to its emphasis on habit formation and reinforcement (Brown, 2007).

The test score data further validate these claims. The experimental group had a pre-test total score of 1,828 and a mean of 60.93, whereas the control group had a pre-test total of 1,515 with a mean of 50.50, indicating a relatively similar starting point. After applying the Audio-Lingual Method, the experimental group's post-test total increased to 2,367, with a mean of 78.90, whereas the control group's total only reached 1,820, with a mean of 60.67. This significant difference suggests that ALM had a more substantial impact on students' speaking proficiency than conventional methods. This aligns with Harmer (2015), who states that structured repetition and controlled language drills can lead to substantial improvements in second-language speaking skills.

Thus, the findings of this study confirm that the Audio-Lingual Method is an effective teaching strategy for enhancing students' speaking proficiency. The method's structured drilling, pattern repetition, and emphasis on pronunciation accuracy allow students to develop fluency and confidence in spoken English. Future research may explore how integrating ALM with communicative language teaching (CLT) could further improve students' interactive speaking skills.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the Audio-Lingual Method significantly contributes to improving students' speaking skills. This is evidenced by the increase in the average pre-test and post-test scores in the experimental group compared to the control group.

The experimental group, which was taught using the Audio-Lingual Method, showed an increase in scores from an average pre-test score of 60.93 to 78.90, with a difference of 17.97. Meanwhile, the control group, which was taught without this method, only experienced an increase from 50.50 to 60.67, with a difference of 10.17. The larger difference in the experimental group indicates that this method is more effective in enhancing students' speaking abilities.

This improvement is supported by the key techniques in the Audio-Lingual Method, such as repetition, imitation, and memorization of sentence patterns, which help students understand language structures, improve pronunciation, expand vocabulary, and enhance fluency in English communication. Thus, this study proves that the Audio-Lingual Method can be used as an effective teaching strategy to improve students' speaking proficiency in English.

REFERENCES

- Alemi, M., & Tavakoli, E. (2016). Audio Lingual Method. 3rd International Conference on Applied Research in Language Studies. <https://www.researchgate.net/publication/293731529>.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Bina Aksara.
- Ary, Donald. 2005. *Introduction to Research in Education*. New York: Northern Illinois University.
- Bin Tahi, S.Z.(2015) Students' Speaking Skill Though Voice Caht at university of Iqra Buru. *Journal of Modern. Education Review*, 5 (3), 296-306
- Brown, H.D. 2010. *Principles of Language Learning and Teaching*. New York: Cambridge University Press.
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
- Gay, L.R. 1987. *Educational Research: Competence for Analysis and Application*. New York: Macmillan Brown Company.

- Hariyono, Rudy. 2006. *Serious English for Serious Student*. Surabaya: Gitamedia Press.
- Haryanto, Han. 1984. *Pendidikan Bahasa Inggris*. Jakarta: Universitas Terbuka.
- Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Longman.
- Haris, Avid P. (1969). *Testing English as a second Language*. New York : Mcgraw-Hill
- Kosar, G., & Bedir, H (2014) *Strategies Based Instruction : A Means of Improving Adults EFL Learners Speaking Skills*. International Journal of Language Academy, 2(3)
- Larsen-Freeman, D. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press.
- Mart, C.T., (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
- Nita, A & Syafei E.P (2012) *Involving Audio – Lingual Method (ALM) and communicative Language teaching (CLT) in Teaching Speaking Skill at Junior High School*. Journal of English Language Teaching, Vol I No.1
- Rahman, H. Et. Al. (2020) *Atudio-Lingual Method to Students speaking skill at SMP Negeri I Baranti, La Ogi* : English Language Journal, 6 (1), (15-21). [Htt://Journal.Ummsrampang.Ac.Id/La Ogi/Article/View/215](http://Journal.Ummsrampang.Ac.Id/La Ogi/Article/View/215).
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
- Richard J.C & Schmidt R (2002) *Longman Dictionary of Language Teaching and Applied Linguistic* Third Edition. Pearson Education Limited