



The Use of Audio-Lingual Method in Improving Speaking Accuracy of Indonesian EFL Learners

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Abstract

The aims of this research were to find out the improvement on students' speaking accuracy after being taught by using audio lingual method, and to identify what speaking accuracy aspect increase most. This researcher applied quantitative research method with 18 students from the eleven grades of accounting class of vocational high school of Kartikatama Metro – Indonesia as the sample that selected through random sampling. The data were collected through speaking test. In the speaking test, the students were asked to deliver a monologue about their identity, impression during online learning and hope. The data were collected in form of recording. Two aspects were used to indicate to students' speaking accuracy. The result showed that the mean of students' speaking accuracy in the pre-test was 36,1 then enhanced in the post-test with the mean score of speaking accuracy is 57,2. Grammar aspect was higher in mean difference compared to Pronunciation aspect. In conclusion, the students' speaking accuracy improves after being taught by using Audio lingual method.

Keywords: *Speaking; Speaking Accuracy; Audio-Lingual Method; Indonesian Learners*

Introduction

Speaking plays an important role in language learning and it is considered as the most important aspect when students learn a language, particularly in English. Koşar & Bedir (2014) discussed that improving learners' speaking ability is an important skill to assist them initiate direct communication. According to Rao (2016) speaking skill is the most important skill to acquire foreign or second language learning. This is also in line with Graham (2007) who explicates that most learners believe and even the most important objective in learning English is to be able to maintain the flow of conversation orally. The learners demonstrate their understanding by speaking.

But still, there are many challenges that students face when learning to speak, such as a limited vocabulary, a lack of confidence in expressing ideas, and almost all of the students have inaccurate pronunciation. It has been argued by Gilakjani (2012) that good pronunciation leads to learning, whereas poor pronunciation leads to significant difficulties in language learning. Moreover, English learners have many difficulties speaking grammatical sentences in English. The same problem that almost all of the

students in the school face is a lack of good pronunciation and the use of structure when they speak (Rao, 2016).

Referring to problems above, therefore, English foreign language teachers need to consider about the appropriate technique (Flora, 2020). In this case there have been many previous studies conducting by the researcher to improve speaking ability, such as Nita & Syafei (2012), Mart (2013), Mahmuda (2015), Marzuki, et. al. (2016), Askia, et. al. (2016), Zuhriyah (2017), Rahman, et al. (2020), and Roza, et al. (2019). From all of the techniques, methods and approaches that have been done by the previous researches, some of them are brought the Audio-Lingual Method to improve students' speaking ability. It is believed that it can solve the teachers' problems in improving students' speaking ability.

Based on the problem and explanation above, the researcher intends to use Audio-Lingual Method to improve students speaking ability in teaching learning process to see the improvement of students speaking accuracy. Larsen-Freeman (2000) argues that the Audio-Lingual Method drills students in the use of grammatical sentence patterns. According to Alemi & Tavakoli (2016) audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize. The audio-lingual method is an approach that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error. It was believed that much practice of the dialogues would develop oral language proficiency or based on the ability or the qualification of speaking. Baley and Nunan (2005) Audio lingual Method, in audio lingual, speaking is taught by having students repeat sentences and recite memorized dialogues from the textbook. Repetition drills-a hallmark of the audio-lingual method are designed to familiarize students with the sounds and structural patterns of the language. Nita & Syafei (2012) argue that this method advises that the students are taught a language directly without using the students' native language to explain new words or grammar in the target language.

Related to the speaking accuracy, according to Housen & Kuiken (2009) Accuracy is defined as the ability to produce error-free. Ellis (2005) stated that accuracy can be defined as the ability to avoid errors in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation. In Heaton (1991), there are two aspects in accuracy, they are Pronunciation and Grammar. Richard & Schmidt (2002) defined pronunciation as the method of producing certain sounds. Incorrect pronunciation can lead to misunderstandings in interpreting words, especially native speakers, so this is very important and has its own place in speaking. According to Richards and Schmidt (2002) grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.

There are several studies conducted Audio Lingual Method in teaching speaking. The first was Mart (2013) the use of dialogues and drills are effective in foreign language teaching as they lead the students to produce speech. Repetition of the dialogues and the drills will enable students to respond quickly and accurately in spoken language. Furthermore, Rahman (2020) concluded that, audio-lingual method in teaching English especially speaking, made students more active and aggressively to speak in the classroom and that the use audio-lingual method to improve students speaking skill. The last study was conducted by Safitri, et.al. (2019) stated that there is a significant improvement in students' speaking ability after being taught by using Audio-lingual Method. However, the previous studies conducted the research about Audio Lingual Method in all aspects of speaking. Therefore, this research is more specific and simply to see the students' improvement in speaking accuracy after being thought by using the Audio-Lingual Method.

Based on the explanation above, the researcher formulated the research question as is there any improvement in students' speaking accuracy after being thought by using Audio Lingual Method and in which aspect of language accuracy enhances most significant?

Methodology

This research was quantitative research. The design was one group pre-test and post-test design as proposed by Hatch and Farhady (1982) which is "T1 X T2". The result of the pre-test will be compared with the post-test after the treatment. The researcher used random sampling method in selecting the sample. The population of this research was eleven grade students of vocational high school of Kartikatama with the sample was 11 Accounting which consisted of 18 students, who learned in online learning during 2 years of school. The research instruments used were pre-test and post-test. The pre-test was given in the beginning of the meeting before the students were given the treatments, while the post-test was given after the students got the treatments. The students were asked to do speaking test, the student was required to deliver a monologue speech talking about their identity, impression during online learning, and hope.

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

$$\text{Pronunciation score} = \frac{\text{total score}}{20} \times 100$$

$$\text{Grammar score} = \frac{\text{total score}}{20} \times 100$$

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

There are five categories scoring speaking task; 1-4, 5-8, 9-12, 13-16, and 17-20. With the qualification, one to four is considered 'very low'; five to eight can be said 'low'. Moreover, the score ranging from nine to twelve is categorized 'fair'; thirteen to sixteen is categorized 'good'. Last, the score ranging from 17-20 is categorized 'very good'. The minimum score is 1 and the maximum score is 20 in the scoring students' speaking accuracy both pronunciation and grammar. After that, the researcher used Paired Sample T-Test to see the significant enhancement on students' speaking accuracy.

Findings

The results were to answer the research question of this study. The first research question is there any improvement in students' speaking accuracy after being thought by using Audio Lingual Method. After analysing, the data in pre-test and post-test, the data was compared to see the difference in speaking and to find out the improvement of students' speaking ability focus on the accuracy.

Table 1. Pre-Test and Post-Test Score

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-Test	57.2222	18	13.95605	3.28947
	Pre-Test	36.1111	18	9.16444	2.16008

Based on the table 1 shows the mean of students' speaking ability tests. It shows that the mean of students' speaking pre-test is 36,1 while the mean of students' speaking post-test is 57,2. It means students speaking ability in post-test is better than the pre-test. Table 2 measures the difference of the mean, it is 21,1. This implies that students' speaking accuracy had improved after being taught by Audio

Lingual Method. The data was also analyzed to find out the significant value and the improvement through sample t-tests, that is shown in table 2.

Table 2. Paired Samples Test

		Paired Differences						T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference					
Pair 1	Post-Test – Pre-Test	21.11111	5.57187	1.31330	18.3402	23.88194	16.075	17	.000	
					8					

According to statistical in table 2, it shows that the result of computation value two tailed significance is 0.000. If the value of sig. (2 tailed) is smaller than 0.05 then there is a significant difference between the results of the pre-test and post-test, on the other hand if the value of sig. (2 tailed) is more than 0.05 then there is no significant difference. It is known that sig. (2 tailed) is smaller than 0.05 then it can be concluded that; there is a significant difference between the post-test and pre-test, and there is an improvement on students' speaking accuracy after being taught by using audio lingual method. Then, based on the explanation above, it answers the first research question. To answer the second research question, the data was analyzed through independent sample t-test and the results are shown in Table 3.

		t-test for Equality of Means					95% Confidence Interval of the Difference	
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pronunciation	Equal variances assumed	4.513	34	.000	17.50000	3.87779	9.61939	25.38061
	Equal variances not assumed	4.513	30.685	.000	17.50000	3.87779	9.58791	25.41209
Grammar	Equal variances assumed	5.354	34	.000	24.72222	4.61725	15.33884	34.10560
	Equal variances not assumed	5.354	29.023	.000	24.72222	4.61725	15.27922	34.16523

Table 3. The Independent Sample T-Test

Table 3 shows that the p-value of pronunciation and grammar is 0.000 (lower than 0.05) which means there is significant difference of students' pronunciation aspect and grammar aspect. In addition, the t-value of pronunciation aspect is 4.513 and grammar aspect is 5.354, and it's respectively higher than t-table, 2.11, it means that pronunciation and grammar show the improvement. Based on the statistical data above, the pronunciation mean difference is 17,50 and the mean difference of grammar is 24,72, it means that Grammar aspect shows higher improvement compare with pronunciation aspect, and that is the answer for the second research question.

Discussion

The purpose of the research is to know whether there is an improvement in students' speaking accuracy and what aspect from speaking accuracy increases the most after being thought by audio lingual

method. After the students were thought by using audio lingual method, there was an improvement in students speaking accuracy has been shown in the result that the students' mean in pre-test is 36,1 while the mean of students' speaking post-test is 57,2. The researcher believe this is because the audio lingual method used repetition and memorizing in the drilling the dialogue, in line with Baley and Nunan (2005) Audio lingual Method repetition drills-a hallmark of the audio lingual method are designed to familiarize students with the sounds and structural patterns of the language. Although the improvement was not too significant, but there is still a significant improvement in students' speaking accuracy. It proved that the audio-lingual method improves students speaking accuracy as shown in the result of this research.

Related to the second aim of this research, which aspect of speaking accuracy increases the most after being thought by audio lingual method. From the result, it shown that the mean difference between pronunciation and grammar has differentiated. The mean difference of pronunciation is 17,50 and the mean difference of grammar is 24,72, means that, grammar aspect was increase better than the pronunciation aspect after being thought by audio lingual method, as mention by Alemi & Tavakoli (2016) that the audio-lingual method is an approach that is emphasized the vocabulary and is trained the grammatical sentence pattern based on the context and without error.

However, in conducting the pre-test and post-test, the researcher realized a few shortcomings after doing the tests. In conducting the pre-test and post-test, students who were waiting for their turn to present their speech were in the same room as students who were presenting their speech. this could become an additional factor for improving the speaking ability of other students who were waiting for their turn to present their speech, because they listened to what was said by the student who was presenting his speech, and there was a possibility that they could enriched the material and reflected on the performance of the student who was performing the speech. So, this is one of the shortcomings in this study and researcher hopes for the further research that the future researchers can find strategies to overcome this problem, so that the results obtained are truly pure from the methods or techniques that are conveyed when teaching and there is no interference from another factor.

Conclusion

The result of this research shows that students speaking accuracy increase after being thought by using audio lingual method, looking from the difference of the mean both pronunciation aspect and grammar aspect. It is because the audio-lingual method focused the students in repetition and memorizing of the pattern that been practiced. The result also shown that grammar aspect increased better than pronunciation aspect, although the increasing was not too far, but it is believed that this method can be one of the good ways in increasing students' speaking ability especially the accuracy of the speaking.

Here, the researcher suggested that for the further research to find out deeper about students little increasing and obstacles found by the students in teaching learning process. The future researcher also can add another ratter in the future study and arrange the students during the pre-test and post-test by separating the class between students who do the test and students who wait for their turn to do the test.

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