
Implementation of Audiolingual Method as Instructional Media in Improving English Speaking Skills

Author:

Idawati Situmorang¹
Hamela Sari Sitompul²
Tuty³

Affiliation:

AMIK Parbina Nusantara^{1,3}
Universitas Deli Sumatera²

Corresponding email

idawatisitumorangpasca@gmail.com

Histori Naskah:

Submit: 2024-11-18

Accepted: 2024-11-28

Published: 2024-12-01



This is an Creative Commons License This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License

Abstract:

Language teaching, especially English, is very helpful for students in developing their speaking skills properly and correctly, including spelling, sentences, word formation and so on. Not only that, according to Lindfors and Morrow, they argue that: "Then they learn to improve syntax and semantics and construct and express in a more conventional way". This research aims to find out whether there is a significant influence of the use of the Audiolingual method on English speaking skills. The sample of this study was 21 first semester students in the English course at AMIK Parbina Nusantara. The approach used was a qualitative approach and the type of classroom action research (CAR) consisting of 3 cycles, where each cycle consists of stages of activities including planning, implementation, observation, and reflection. The focus of this study is the application of the Audiolingual Method as a medium of instruction in improving students' English speaking skills. The results of the study showed that there was an increase in student learning activities and learning outcomes. The conclusion of this study is that the Audiolingual Method as a medium of instruction can improve the speaking skills of AMIK Parbina Nusantara students

Keyword: Audiolingual Method; English; Speaking Skills

Introduction

Language teaching, especially English, is very helpful for students in developing their speaking skills properly and correctly, including spelling, sentences, word formation and so on. Not only that, according to Lindfors and Morrow, they argue that: "Then they learn to improve syntax and semantics and construct and express in a more conventional way" (Hidayah & Nur Khalifah, 2019). Based on this statement, it can be understood that speaking skills are skills in the ability to make sentences in English by pronouncing words to express, say and convey thoughts, ideas, and feelings.

Talking about language means talking about a means of communication. We cannot interact with others without language. If we do not understand English, then it is almost certain that we will be left behind. English is a very important language in the international world, especially in the current era of globalization (Fuadah, 2023). English as a language used in global society can be used as a medium of communication with other people from various countries. In addition, by mastering English, people will easily enter and be able to access the world of information and technology (Rohmah, 2019). With the introduction of English in junior high school, students will get to know and understand the language further. Therefore, students already have a better basic knowledge before continuing to a higher level of education (Taufiq, 2014). The last reason is for parents and teachers to provide provisions for students that by mastering English, they can

provide more open opportunities to develop themselves in order to get better opportunities to face competition in the job market and careers in the future (Zahra & Sya, 2022).

In English, there are four skills that must be mastered, namely: listening, speaking, reading, and writing. Among these language skills, unfortunately speaking is often treated as an underestimated skill. Since early on, vocabulary mastery has become a crucial concern as a foundation for maximum mastery of English language skills (Meylina & Jufri, 2023). Not only must the spelling be correct, the vocabulary must also be pronounced correctly by students so that the delivery of students both orally and in writing in English is easy to understand (Waskita, 2017).

The Audiolingual Method is a method whose implementation focuses on training activities, drills, memorizing vocabulary, sentences, reading texts (Dewi, 2020). In practice, students are invited to learn English without having to bring their mother tongue. The basis and teaching procedures in this method are also taken from the previous method, namely the Direct Method. The purpose of this study is to determine whether there is a significant influence of the use of the Audiolingual method on English speaking skills.

Literature Study

Initially, the Audiolingual method was known as the Army Method which developed as Grammar-Translation in teaching foreign languages. The Audio-Lingual method is a very innovative foreign language learning method because it can improve effective communication skills. This is in line with Effendi's opinion that it originated from the Army Specialized Training Program (ASTP) foreign language teaching method formed by the United States Department of Defense in the forties when America needed someone who was fluent in a foreign language to be placed in several countries and the method was successful (Masपाल, 2015). This Audiolingual method is based on the language learning theory developed by Skinner who is famous for his behavioristic theory. Therefore, the Audio-Lingual method is a teaching method that is widely discussed that this method is effective in helping students improve their speaking skills in English subjects (Ghina, 2023).

The Audio-Lingual Method is a learning method that emphasizes a structural linguistic approach by practicing or training (drill). Drill is a language teaching tool used by teachers in teaching a language in a condition to encourage students to imitate an example sentence well without any mistakes (Thohir, 2021). In line with Tarigan's opinion, which states that the Audio-Lingual method is a method that does a lot of practice and training in various languages, both in listening and speaking skills, which students are expected to be able to do because they are used to it (Tahrim & Saputra, 2021). The Audio-Lingual Method is a language learning method based on linguistic and psychological theories. In line with the opinions of Iskandarwassid & Sunendar (2008), it states that the Audio-Lingual method is a combination of structural linguistics with behavioral psychology that views the learning process from a conditioning perspective. Iskandarwassid. This can make it easier to determine teaching materials and methods that can be practiced so that students can master the language they are learning, the linguistic elements include tone, sound, word formation, meaning, and sentence patterns.

According to Giyoto (2021), the main objective of the Audio-Lingual method is to achieve oral skills. This method focuses on students' speaking skills in learning English. In this method, students are required to remember and imitate the learning they get. Language learning students are given learning from easy to difficult stages.

Research methods

This research will be conducted at AMIK Parbina Nusantara in the informatics management study program located at Jl. Pane No.34, Vegetable Garden, Siantar Tim. District, Pematang Siantar City, North Sumatra 21131. The research will be conducted in the odd semester in September-October of the 2024/2025 Academic Year. This research method is a qualitative paradigm using classroom action research. This research uses three cycles and each cycle consists of four stages, namely planning, implementation, observation, reflection.

Data collection that researchers get from students especially from the informatics management study program. Researchers collect data that is the result of the application of speaking through the audio lingual method. Researchers provide speaking tests through cycles I, II, and III. Each cycle consists of planning, implementation, observation and reflection which will be carried out using classroom action research. There are three techniques used by researchers in collecting data, namely tests, observations, and interviews. All data are recorded and analyzed in detail through data reduction. Data reduction will create a resume, choose what is important and discard unnecessary data. The criteria for the success of the study are if the researcher analyzes the scores obtained based on the Minimum Standard Score of the English course of 73.00 and the learning target of 90%. The researcher's target in this study is 100% for each cycle of the instrument test. Researchers study data in each cycle, analyze weaknesses and problems during activities, and determine what solutions to solve problems in cycles I to II and III. Researchers display the results of each cycle and provide verification of each cycle to collaborators about the speaking list scores.

Results

After conducting classroom action research, the researcher analyzed the steps that had been implemented in the three cycles, the researcher found the results of the research that had been conducted. The data obtained were calculated for frequency and percentage values as a reference source for interpretation in descriptive analysis.

Table 1 Speaking Skills in Applying the Audio Lingual Method

	Number of Students	Score	Presentation	Category
Cycle I	21	1567	32%	Not enough
Cycle II	21	1583	42%	Enough
Cycle III	21	1689	97%	High

As seen in the research findings table, the test results show a score of $1367/21 = 65$, according to the KKM (Minimum Completion Criteria) in cycle I only 32% of students were able to achieve the minimum score. In addition to the average, researchers also paid attention to the results of interviews with students. From the results of observations, researchers found that some students were still less confident when pronouncing a word, this was because they were still afraid of making mistakes when speaking, feeling embarrassed and also not having high motivation to be able to speak English. Based on the first cycle, researchers decided to conduct a second cycle.

In cycle II, the researcher still used the Audio Lingual method as a medium to help students improve their speaking skills. At this stage, the researcher emphasized on providing pronunciation and motivation such as telling students about the advantages of speaking skills. After conducting an evaluation in this cycle, the researcher found that there were several improvements in the results obtained. If in cycle I the average was

65, in cycle II the overall score of students was $1583/21 = 75$ on average and the number of students who were unable to achieve the KKM decreased to 5 students. The improvement was not only in students' test scores but also in students' motivation and attitudes. From the results of observations, students were more comfortable and confident when speaking. They were very motivated to be involved in learning activities. Some students were no longer embarrassed when pronouncing words in front of the class, but there were still several obstacles in their pronunciation and there were 42% of students who had not achieved the KKM. This made the researcher need to take the next cycle.

In cycle III, several actions were carried out by considering the results from cycle I to cycle II. Researchers still use dialogue memorization in improving students' speaking skills but with different materials. Researchers hope that memorizing dialogues can improve students' speaking skills because in the excitement, researchers try to invite students to make short conversations consisting of asking questions and paying attention. From the results of the study, there was an increase in students' speaking skills in cycle III, the average student score was $1689/21 = 80$. students who still had not reached the KKM were 3%. This means that more than 97% of students were able to exceed the KKM score of 75.00. The increase was not only in grades but also in students' interest in being involved during the teaching and learning process.

Discussion

Method Audiolingual according to the theory of Andre Wright and Michael Buckby "games help and encourage many students to maintain their interests and work". Students get an increase in speaking skills, they are also interested in speaking pronunciation skills so that students are asked to repeat the lessons that have been given previously. Students are also more attractive in learning speaking skills. After conducting interviews with students at AMIK Parbina Nusantara, the researcher took the results of the interviews. Interviews were conducted about the teaching and learning process through the Method Audiolingual, the results of the interview showed that students became more motivated and more confident after playing the game. This is supported by Susan Thomas 'who stated that games can be an effective way to motivate students to practice basic vocabulary and structures until they can use them confidently. Increasing students' learning abilities by using dialogue memorization because the learning environment at AMIK Parbina Nusantara is more conducive. students feel enthusiastic in participating in learning activities with daily conversations because it gives students more opportunities to speak if students are equipped with some vocabulary that they may have known before, automatically most of them try to express a word or sentence. Based on the discussion above, the action hypothesis is accepted.

This study supports the research conducted by Fajria (2018), entitled "Efforts to Improve Students' Speaking Skills by Using English Subjects in Class V SDN Jakasampurna III Bekasi." This study discusses the speaking skills of class IV students of SDN Jakasampurna III Bekasi, which are still very low. This can be seen from the way the students pronounce or pronounce words in English. Like the pronunciation of the word *vagatable* which should be read as 'vejtəbəl', but students read it as vejatebel. Then when the teacher asks students to spell letter by letter, students still have difficulty between the letter A which is read as 'e' and the letter I which is read as 'ai'.

Conclusion

Based on the research findings that have been discussed in the application of the Method Audiolingual in improving English speaking skills, researchers can conclude that it can improve the speaking skills of AMIK Parbina Nusantara students.

Referensi

- Dewi, M. K. (2020). *The Influence of Using Audio Lingual Method Towardof Listening Comprehension of The Eight Graders Students of SMP Purnama Trimurjo*. IAIN Metro.
- Fajria, S. N. (2018). Upaya Meningkatkan Keterampilan Berbicara Siswa dengan Menggunakan Metode Audiolingual pada Mata Pelajaran Bahasa Inggris Kelas Iv Di Sdn Jakasampurna III Bekasi. *Pedagogik: Jurnal Pendidikan Guru Sekolah Dasar*, 6(2).
- Fuadah, A. (2023). Implementasi Metode Audio Lingual dalam Peningkatkan Kemampuan Pronunciaton Siswa Kelas VIII. *Journal of Education Research*, 4(1), 362–371.
- Ghina, Y. (2023). *Pengaruh Penggunaan Metode Audio-Lingual terhadap Keterampilan Berbicara Peserta Didik Berbantuan Media Audio Visual di Kelas V SD Negeri 1 Pajaresuk Kab. Pringsewu, Prov. Lampung*. UIN Raden Intan Lampung.
- Giyoto. (2021). *Metode Pembelajaran Bahasa Asing (TELF, BIPA, Bahasa Arab, Cina, Jerman, Dan Bahasa Lainnya)*. Gerbang Media Aksara Yogyakarta.
- Hidayah, N., & Nur Khalifah, D. R. (2019). *Pembelajaran Bahasa Dan Sastra Indonesia Untuk Sekolah Dasar*. Pustaka Pranala.
- Iskandarwassid, & Sunendar, D. (2008). *Strategi Pembelajaran Bahasa*. PT Remaja Rosdakarya.
- Maspalah, M. (2015). Metode Audiolingual Dalam Pembelajaran Bahasa Arab Untuk Meningkatkan Kemampuan Berbicara. *Jurnal Pendidikan Bahasa Dan Sastra*, 15(1), 68–78.
- Meylina, M., & Jufri, A. C. (2023). Meningkatkan Kosakata Bahasa Inggris Siswa Sekolah Dasar melalui Audio-Lingual Method. *Jurnal Pustaka Mitra (Pusat Akses Kajian Mengabdikan Terhadap Masyarakat)*, 3(1), 1–7.
- Rohmah, S. N. (2019). *Eksistensi bahasa Indonesia dan bahasa Inggris dalam ilmu pengetahuan di era globalisasi*. <https://osf.io/preprints/inarxiv/r5pdg>
- Tahrim, T., & Saputra, N. (2021). *Pengembangan Model Dan Strategi Pembelajaran Bahasa Indonesia*. Yayasan Penerbit Muhammad Zaini.
- Taufiq, A. (2014). Hakikat Pendidikan di Sekolah Dasar. *Pendidikan Anak Di SD*, 1(1), 1–37.
- Thohir, M. (2021). *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing*. Kanzum Books.
- Waskita, Y. R. A. (2017). *Using Audio Lingual Method To Help Students To Learn Vocabulary An Experimental Study to the Seventh Graders of SMP N 7 Magelang in the Academic Year 2016/2017*. Universitas Negeri Semarang, Semarang.
- Zahra, A. S. A., & Sya, M. F. (2022). Permasalahan dan solusi pengajaran Bahasa Inggris di Sekolah (SD). *Karimah Tauhid*, 1(4), 481–488.