

The Implementation of Audio-Lingual Method In Improving Speaking Skill At The Tenth Grade Students of Ma Al-Khairat Bintauna

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Abstract: *This study used a quantitative experimental method through 2 classes, namely the experimental class and the control class. The population of this study was students of class X MA Al-Khairat Bintauna. The number of samples in this study consisted of 22 students in class A and 23 students in class B. This study aims to improve students' speaking skills and interest through the Audio-lingual method in class X MA Al-Khairat Bintauna. The population in this study was MA Al-Khairat Bintauna which consisted of 2 classes with 45 students and focused on 22 students in class X A. The instruments used to collect data were speaking tests in the form of conversations and questionnaire. The results of these data indicate that the average pretest score of class X A students in the experiment was 50,91. While the average value of the post-test is 81.09 which is higher than the pre-test. While the average value of students in control class X B is 45.59 And the post test score is lower than the pre test average score of 39,00. This shows that there was no increase in the control class, while in the experimental class there was a significant increase in the results of applying the Audio-Lingual method from pre-test to post-test for the experimental class in improving students' speaking skills with a result of 33,13.*

Keywords: *audio-lingual method, students, speaking skills*

Abstrak: Penelitian ini bertujuan untuk meningkatkan keterampilan dan minat berbicara siswa melalui metode Audio-lingual di kelas X MA Al-Khairat Bintauna. Pendekatan penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen melalui 2 kelas yaitu kelas eksperimen dan kelas kontrol. Populasi penelitian ini adalah siswa kelas X MA Al-Khairat Bintauna. Jumlah sampel dalam penelitian ini terdiri dari 22 siswa kelas A dan 23 siswa kelas B. Populasi dalam penelitian ini adalah MA Al-Khairat Bintauna yang terdiri dari 2 kelas dengan jumlah siswa 45 orang dan terfokus pada 22 siswa kelas X A. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbicara berupa percakapan dan angket. Hasil data tersebut menunjukkan bahwa rata-rata nilai pretest siswa kelas X A pada eksperimen adalah 50,91. Sedangkan nilai rata-rata post-test sebesar 81,09 lebih tinggi dibandingkan pre-test. Sedangkan nilai rata-rata siswa kelas kontrol X B sebesar 45,59 dan nilai post test lebih rendah dibandingkan nilai rata-rata pre test sebesar 39,00. Hal ini menunjukkan bahwa tidak terjadi peningkatan pada kelas kontrol, sedangkan pada kelas eksperimen terdapat peningkatan yang signifikan pada hasil penerapan metode Audio-Lingual dari pre-test hingga post-test pada kelas eksperimen dalam meningkatkan keterampilan berbicara siswa. dengan hasil 33,13.

Kata Kunci: *metode audio-lingual, siswa, keterampilan berbicara*

INTRODUCTION

Speaking is one of the most important parts of English skills that need to be mastered by students besides reading, writing, and listening. Speaking is a productive skill. And it is inseparable from listening. When we speak, we produce a text and it must be meaningful. Since English is one of the

subjects that according to students are not too interested in learning, especially in speaking, in this case also only a few students who get good English scores, of which 3 students get the highest score such as 80-90, 7 students got the target score for graduation, which is 70, and some students only got a score of 40-50. In addition, students also have several obstacles, such as their lack of confidence to

speak in front of the class, lack of taking part in tutoring activities during the course, not mastering English vocabulary too much, and others.

This is because students are too afraid to make mistakes in grammar or structure and pronunciation, when they speak English in front of their friends. In addition, students also lacked practice in speaking class. Most of the students just memorized all the sentences in the conversation book without knowing the meaning and how to pronounce the sentences correctly. And the last one, is students only learn English in their class. They do not try to learn English from other sources such as reading English books, joining meeting clubs, or taking private classes in their homes.

Therefore, to minimize this problem, there are several methods for English as a Foreign Language. One of them is the Audio-lingual Method. The audio-lingual method is a method that emphasizes repetition and practice. This method is a method to improve students' bilingual speaking skills, especially in English. And assume that language is speech rather than writing. By using this method, the researchers hope that students' speaking skills can be improved and students can become active and happy learners, and this will be an interesting class. Based on the background above, the researchers formulate some problems statement as follows: (1) Does the implementation of audio-lingual method improve speaking skill of the tenth-grade students of MA Al-khairat Bintauna? (2) Are the students interested in learning speaking by using audio-lingual method?

RESEARCH METHOD

The method used in this research was experimental method with quasi experimental research design. The variables are

independent variable that is Audiolingual method and the dependent variable is Students' speaking skill. This research is conducted at class X MA Al-Khairat Bintauna students in the 2022 school year. Class XA and Class XC consisted of 20 students, while class XB consisted of 23 students. So overall the students of class X Ma-Alkhairat Bintauna consist of 63 students. One class is the experimental group (Class B). where the subjects in this study were 23 students, 12 male and 11 female for the experimental class, and for the control class (Class A) there were 20 students consisting of 10 male and 10 female.

The instrument used in the research are: Speaking skill test and questionnaire. After the data is collected, the researcher analyzes it to get valid data. By using the SPSS version 20 application by calculating the mean, score, standard deviation, and test, it goes through various stages with validity, normality, reliability, and hypothesis test to get the appropriate results.

RESULTS AND DISCUSSION

The Result of Students' Pre-test in Experimental and Control Class

The following is summary of data analysis of testing requirement table of pre-test experimental class and control class as follows:

a. Pre-test Experimental Class

Based on the result pre-test in the experimental class, could be seen in the table below:

Score	Frequency	Percentage	Classification
86-95	0	0%	Very Good
76-85	3	13.63%	Good
56-65	8	36.36%	Fair
36-55	10	50%	Poor
0-35	1	0.22%	Very Poor
Total	22	100	

Table 1. Pre-Test Experimental Class

Based on the table 1, the result of pre-test in experimental class, there were 3 students or 13.63% who get a score 76-85 which is classification is Good and also there were 10 students or 50% who get a score 36-55 which is categorized in classification Poor and 8 students who get a score 56-65 is classification Very Poor 36.36%.

b. Pre-test Control Class

Based on the result of pre-test in the control class, could be seen in the following table:

Score	Frequency	Percentage	Classification
86-95	0	0%	Very Good
76-85	0	0%	Good
56-65	8	34.78%	Fair
36-55	13	56.2%	Poor
0-35	2	8.69%	Very Poor
Total	23	100%	

Table 2: Pre-Test Control Class

Based on the table 2, it showed that the result of the pre-test in control class. There were 8 student or 34.78% which is classification is fair and also, there were 2 students or 8.69% which is categorized in

Very Poor classification and 13 students who get score 56.52% which is categorized in Poor Classification.

	N	Mean
Pretest Experimental Class	22	50.91
Pretest Control Class	23	45.13
Valid N (Listwise)	22	

Table 3 Descriptive Statistics of Pretest

In The Table 3 contains a statistical description of the experimental class and the control class (pre-test). The experimental class got the score obtained before learning 50.91 while the control class seemed to get the score of 45.13 before learning. In addition, N is the number of students from each class at Ma Al-Khairat Bintauna.

Table 4. The Result of Paired Samples Correlations of the Pre-Test Experimental Class and Control Class.

Pair	Pretest	Paired Differences				t	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower			Upper	
1	- test	5.318	17.014	3.627	-2.225	12.862	1.466	.21	157

Based on table.4 it can be seen that the mean in the paired simple test above is 5.318 while the standard deviation is 17.0145 the mean standard error is 3.627 around low and

upper -2.225 and 12.862 with a value of (t) 1.466 and df (21) with a significant (2-tailed) is 157.

The Result of Students' Post-test in Experimental and Control Class. The following is summary of data analysis of testing requirement table of post-test experimental class and control class as follows:

c. Post-test Experimental Class

Based on the result of post-test in the experimental class, could be described in the table below:

Table 5: Post-Test Experimental Class

Score	Frequency	Percentage	Classification
86-95	0	0%	Very Good
76-85	0	0%	Good
56-65	8	34.78%	Fair
36-55	13	56.2%	Poor
0-35	2	8.69%	Very Poor
Total	23	100%	

Based on table 5 the results of the experimental class post-test, there were 11 students, or 50% getting a score of 86-95 which is classified as very good, and also 11 students, or 50% getting a score of 76 -85 which is classified as good.

d. Post-test Control Class

The result of post-test in the control class, could be described in the table below.

Table 6: Post-Test Control Class.

Score	Frequency	Percentage	Classification
86-95	0	0%	Very Good
76-85	0	0%	Good
56-65	2	8.69%	Fair
36-55	16	69.56%	Poor
0-35	5	21.73%	Very Poor
Total	23		

Based on table 6, the results of the post-test control class, there are 2 students, or 8.69% getting a score of 56-65 which includes a very Fair classification, and also 16 students, or 69.56% getting a score of 36-55 which includes a Poor classification and there are 5 students, or 21.73% getting score 0-35 which includes a Very Poor Clasification.

	N	Mean
Post Experimental Class	22	81.09
Post Control Class	23	39.00
Valid N (listwise)	22	

Table 7: Descriptive Statistics Post-Test

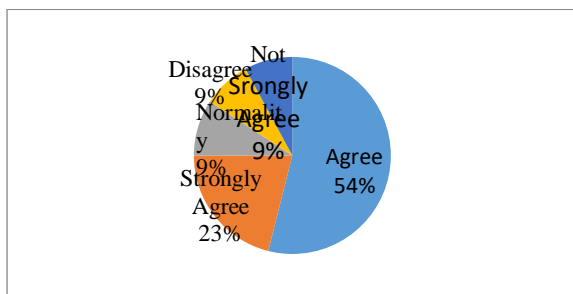
In the table 7 contains a statistical description of the experimental and control class (post-test). From the experimental class got the highest score obtained after learning was 81.09 while the control class seemed to get the lowest score after entered learning was 39.00 In addition, N is the number of students from each class at MA Al-Khairat Bintauna.

Table 4.8 The Result of Paired Samples Correlations of the Post-Test Experiment Class and Control Class

Paired Samples Test		
Paired Difference		
Pair 1	Pre-test- Post-test	
Mean	-30.182	
Std. Deviation	13.319	
Std. Error Mean	2.840	
Confidence Interval of the Difference	Lower	-36.087
	Upper	-24.277
T	-10.629	
Df	21	
Sig.(2-tailed)	.000	

Based on table 4.8 it can be seen that the mean in the paired simple test above is 41.909 while the standard deviation is 10.447, the mean standard error is around 2.227 with lower and upper 37.277 and 46.541 with a value of (t) 18.817 and df (21) with a significant (2-tailed) is 000.

2. Questionnaire



Based on the graphic data above, states that from items 1-20, there are 58% of students answered agree, 23% of students answer strongly agree and 10% of students

answer indifferently, 9% of students answer disagree, and 9% of students who answered not strongly agree. This shows that the results of the questionnaire stated that students were very happy and interested in the Audio-Lingual method carried out by the researcher. According to them, this research can make it easier for them to learn to speak English well.

3. Hypothesis Test

Pair 1	PreTest & PosTest	N	Correlation	Sig.
		22	.004	.988

Paired Differences	Me	Std. Devi	Std. Error	95% Confidence Interval of the Difference		t	df	Sig.2 (tailed)
				Lower	Upper			
Paired Differences	41.909	10.447	2.227	37.277	46.541	18.817	21	.000

Table 9. The Result of Paired Sample T-Test Pre-Test and Post-Test Experimental Class

The output above shows the results of the correlation test or relationship between the two data between the test variables and the final test variables. Based on the data above, it is known that the correlation coefficient is 0.04 with a significance value of 0.988. Because the significance value is 0.988 > probability 0.05, it can be said that there

is no relationship between the variables of the initial test and the final test. Therefore, based on the "paired sample test" table above it is known that the sig. (2-tailed) value is $0.00 < 0.05$ then H_0 is rejected and H_1 is accepted. It can be concluded that there was a significant increase in the speaking skills of class X students with the application of the Audio-Lingual method at MA Al-Khairat Bintauna school. (H_1 is accepted and H_0 is rejected).

CLOSING

After conducting research at MA Al-Khairat Bintana regarding the application of the audio-lingual method in improving

students' speaking skills in class, the researcher concluded that the application of the audio-lingual method can improve students' speaking skills. The results of this study indicate an increase in students' average scores after the implementation of the audio-lingual method. The researcher also concluded that the results of the 20 questionnaires given to 22 students were interested in learning English using the audio-lingual method. It can be seen that the average score of the student questionnaire indicates that students are interested or students agree with the positive statements of the questionnaire.

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