
The Effectiveness of Audio-Lingual Method on Students Pronunciation Performance

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Abstract. *This study aims to determine the effectiveness of Audio-Lingual Method (ALM) on students' pronunciation performance. Proper pronunciation is one of the important aspects in foreign language learning, especially English, which is often a challenge for students. This study was conducted using a quasi-experimental design, in which two different groups of students were given different treatments: one group was given instruction using the Audio-Lingual method, while the other group was given the conventional method. Data was collected through pronunciation tests conducted before and after the intervention. The results showed a significant improvement in the pronunciation performance of students who received treatment with the Audio-Lingual method compared to the control group. The findings support the hypothesis that the Audio-Lingual method is effective in improving students' pronunciation skills. This study makes an important contribution to language teaching, particularly in improving students' pronunciation skills through a more structured and repetitive approach.*

Keywords: *Effectiveness, Audio-Lingual Method, Pronunciation, English Language Learning, Student Performance.*

Abstrak. Penelitian ini bertujuan untuk mengetahui efektivitas metode Audio-Lingual (ALM) terhadap kinerja pengucapan (pronunciation) siswa. Pengucapan yang tepat merupakan salah satu aspek penting dalam pembelajaran bahasa asing, terutama bahasa Inggris, yang sering menjadi tantangan bagi siswa. Penelitian ini dilakukan dengan menggunakan desain eksperimen kuasi, di mana dua kelompok siswa yang berbeda diberikan perlakuan yang berbeda: satu kelompok diberi instruksi menggunakan metode Audio-Lingual, sementara kelompok lainnya diberi metode konvensional. Data dikumpulkan melalui tes pengucapan yang dilakukan sebelum dan setelah intervensi. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kinerja pengucapan siswa yang menerima perlakuan dengan metode Audio-Lingual dibandingkan dengan kelompok kontrol. Temuan ini mendukung hipotesis bahwa metode Audio-Lingual efektif dalam meningkatkan keterampilan pengucapan siswa. Penelitian ini memberikan kontribusi penting bagi pengajaran bahasa, khususnya dalam meningkatkan keterampilan pengucapan siswa melalui pendekatan yang lebih terstruktur dan repetitif.

Kata kunci: Efektivitas, Metode Audio-Lingual, Pengucapan, Pembelajaran Bahasa Inggris, Kinerja Siswa.

1. BACKGROUND

Language is a flexible structure of symbols and meanings, universally utilized in coherent conversations by individuals or societies. English serves as the international language, facilitating not only international communication but also the advancement and dissemination of knowledge, as a significant portion of scientific literature originates from abroad. English is crucial for accessing information from the latest research and technological advancements, as the majority of recent discoveries are published internationally in English. The influence of foreign languages, especially English, becomes highly dilemmatic as it offers opportunities for Indonesian language development towards modernity capable of encompassing all aspects of life, yet unrestricted absorption without adhering to general terminology guidelines may backfire on Indonesian language.

Therefore, proficiency in English is crucial for students, serving as a vital soft skill that enhances their overall abilities. This skill provides significant opportunities for students to secure employment or scholarships for further education, both domestically and internationally.

Mastering English is crucial as it is the most widely spoken language, known as the lingua franca (Tamrin & Yanti, 2019). Proficiency in English is an asset, enhancing one's competitiveness and facilitating opportunities for employment, scholarships, and international networking. In the realm of education, proficiency in English serves as a benchmark for admission to foreign universities and is often a requirement for both domestic and international scholarships. Hence, for students, proficiency in English is essential and serves as a valuable soft skill that enhances their overall capabilities. English is no longer just the language of countries where it is the first language, such as the United States, the United Kingdom, Australia, and parts of Canada, but it has become the global lingua franca spoken in countries worldwide.

The field of education, for anyone wishing to pursue studies abroad, proficiency in English becomes a crucial benchmark for admission to universities or a requirement for obtaining scholarships, whether international or domestic. Therefore, mastering English is essential for students, serving as a significant soft skill that adds value. To quickly and accurately attain proficiency, students need to practice speaking and communicating in English regularly, both orally and in writing. This communication should encompass all four skills: listening, speaking, reading, and writing. Mastery of these skills is essential for effective English communication. Reading proficiency, in particular, is vital for absorbing written information in English, supporting one's written communication skills. To enhance reading skills, participants are advised to regularly practice reading English news articles and attempt to translate sentences they encounter. Through this method, individuals can sharpen their reading abilities correctly.

From the above theories, The Audio-Lingual Method (ALM) is grounded in a structural approach to language teaching. As a result, this method emphasizes the analysis and description of the language to be learned, starting from sound systems (phonology), then word formation systems (morphology), and sentence formation systems (syntax). Because it concerns the overall structure of the language, it also emphasizes aspects like stress, intonation, and more. Therefore, the language goal focuses on mastering word pronunciation and intensive drill exercises. In the realm of education, the teaching-learning process doesn't always proceed smoothly, especially for those who dislike certain subjects

they must learn. Challenges inevitably arise in educational settings worldwide, impacting students' academic performance. Hence, many educators feel responsible for conducting research, analyzing students' learning difficulties, investigating external and internal factors causing learning challenges, developing engaging teaching methods, and conducting various other studies aimed at advancing the learning process in classrooms. It is suggested to create a series of questions about the topic being searched to facilitate learning.

The results of interviews with one of the English teachers conducted at a junior high school in Pontianak revealed that some students still struggle and lack interest in learning, particularly in English language lessons. Additionally, the teacher finds it challenging to explain concepts as they still rely on traditional media such as books and worksheets, and from previous observations, the researcher found that some student still often read English vocabulary solely based on its written form. Therefore, pronunciation practice material was proposed by one of the teachers at the state junior high school in Pontianak. Research on the Audio- Lingual Method for teaching Pronunciation in English Language subject aims to help students, especially in developing their pronunciation skills. The implementation of the Audio-Lingual Method will assist teachers in teaching students. The Drill aspect of the Audio-Lingual Method, which involves repetition to improve pronunciation fluency, will enhance students' pronunciation skills and increase their motivation to learn.

2. RESEARCH METHOD

The research design of this study is Pre-Experimental with one-group pre- test and post-test. a plan that is used by the researcher in order to collect and get data. It is called as pre-experimental design as a single group implementation or an invention of a short duration. In addition, pre-experimental research does not employ multiple groups as an example because its design does not involve comparing the differences between two or more groups. The Pre-Test is an assessment measure given to participants before they undergo a certain treatment, while a Post-Test is an assessment measure given to participants after they have received the treatment.

The Pre-Experimental research method is an experimental approach that involves studying the effect of one variable on another, through deliberately designed trials. Therefore, this research aims (Rahmat etc, 2015) to investigate the possibility of cause-and-effect relationships by exposing one or more experimental groups to one or more specific conditions. Using the pre-experimental method, which is an imperfect experiment,

because there are still external variables that can influence the form of the dependent variable.

To collect data, researchers used two tests: a pre-test and a post-test. These tests were given to the experimental group to determine if there was any progress in their pronunciation ability. The pre-test was conducted in one class to assess the students' pronunciation ability before the treatment was given. The researcher used different types of tests for the pre-test and post-test to avoid bias; however, the level of the test remained consistent, focusing on the pronunciation of vocabulary on the topic of daily activities.

3. RESULT AND DISCUSSION

Student's Pronunciation Performance before being taught using Audio Lingual Method

In order to describe students' pronunciation performance before using phonetic symbols in learning pronunciation, descriptive statistics is employed. The data about students' performance before being taught with Audio Lingual Method was gathered based on the data of pre test score. In the pre test, they were 35 students' participated in the test and they are asked to pronounced the prepared test item. The test items were sentences and the way students pronouncing the vocabulary at sentence level were scored. The score of students' performance on the pre test was presented in the following table.

Tabel 1 Descriptive Statistic Table

Descriptive Statistics		
	Pretest Pronunciation	Valid N (listwise)
N	35	35
Range	78	
Min.	20	
Max.	98	
Sum	2552	
Mean	72,91	
Std. Deviation	19.437	
Variance	377.787	

Based on the table above, it can be seen that the minimum score obtained in pre test by 35 students before using audio-lingual method was 20 with standard deviation 19.437 while the maximum score was 98. It is also can be seen that the range score (78) was very far than the maximum score. In addition, the mean score for pre test was 72.91 and with variance 377.787. It can be said that the more far the comparison between the minimum and maximum score, which is the range score 78 it is not good.

Student's Pronunciation Performance after being taught using Audio Lingual Method

The data about students' pronunciation performance was derived from students' performance on the post test. The post test was administered after the students' being taught with audiolingual method as the intervention or treatment in the process of pre experimental research. There were 35 students participated in the test and they were asked to pronounce the different set of tests (different from the pre test items) of pronouncing the vocabulary at the sentence level. The score of students' performance in the post test was analysed with descriptive statistic in SPSS and the result is presented in the table below:

Table 2

Descriptive Statistics		
	Posttest Pronunciation	Valid N (listwise)
N	35	35
Range	32	
Min.	68	
Max.	100	
Sum	3161	
Mean	90,31	
Std. Deviation	9.579	
Variance	91.751	

Based on the table above, it can be seen that the minimum score obtained in post test by 35 students after using audio lingual method was 68. while the maximum score was 100 with standard deviation 9.579. noticeably higher than that of in the pre test. it also can be seen that the range score in the pre test was 78 while this value decreased to 32 in the post test. In addition, the mean score for the post test was 90.31 with variance 91.751 and standard deviation 377.787. it can be said that the comparison of the mean of the pre test was noticeable as mean score was higher than that of in the pre test (72,91), and the range score of post test was smaller (32) than that of in the pre test (78).

The Effectiveness of Audio-Lingual Method on Students' Pronunciation Performance

To answer the third research question, "is there any significant effect of audiolingual method on Students' Pronunciation Performance", two types of tests were administered. They were normality test and dependent sample test. The normality test was carried out to make sure that the data used is normally distributed and the researcher can use parametric test. However, if the normality test result shows the data is not normally distributed, non parametric test would be employed. Dependent sample test/ paired sample T-test was used as this research used the same group of students as the sample of the pre experimental research.

Normality Test

In this study, normality test was carried out to determine whether the data normally distributed or not. Thus, it could meet the requirement for examining dependent sample test. The result of normality test is presented in the following table;

Tabel 3 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	df	Sig
Pre test	.185	35	.004	.890	35	.002
Post test	.215	35	.000	.869	35	.001

Based on the table above, the data was not normally distributed, then normalizing the data with residual value without data manipulation or tranformation was carried out and the result as the following table:

Table 4 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	df	Sig
Pre test	.074	35	.200*	.972	35	.505
Post test	.081	35	.200*	.971	35	.475

Based on the table above, it can be clearly seen that Kolmogorov- Smirnov test showed the Sig. value for pre test and post test was 0.200. Meanwhile the Shapiro-Wilk presented the sig value 0.505 for pre test and 0.475 for post test. According to Sugiyono (2014) Shapiro wilk is more recommended in detecting deviations of normality for small to medium sample size, or elss than 50 or around 30. Thus, it can be said that this studied used the value in Shapiro Wilk. It can be concluded that the data of Shapiro Wilk was normally distributed as the Sig value both pre test and post test is greater than 0.05. Furthermore, the result of dependent Sampe test is presented as follows;

Table 5 Paired Sample Test

Dependent Sample Test (Paired Sample Test)

Paired Differences	Mean	17.400	
	Std. Deviation	11.374	
	Std Error Mean	1.923	
	95% Confidence Interval of the Diffeence	Lower	1.307
		Upper	13.493
	T	9.051	
	Df	34	
	Sig. (2-tailed)	.000	

As it can be seen in the table above, the mean score of pre-test and post-test was 17.400 with standard deviation 11.374. The 95% interval for this difference is between 1.307 and 13.493, suggesting that this difference is statistically significant. The t value obtained was 9.051 and significant of 0.000. As the t value is greater than t-table (1,699), it can be said that teaching pronunciation by audio-lingual method has a significant effect on students' performance in pronunciation. In addition, according to the table, the Sig Value was 0.000 which means less than α 0.05. As a result, H₀, stating that audio-lingual method has no significant difference on students' pronunciation performance is rejected and H_a, stating that there is a significant effect of audiolingual method on students' pronunciation performance is accepted. In other words, there is a significant difference on students' pronunciation performance before and after the treatment of using audiolingual method in teaching pronunciation.

Speaking like a native is not the main goal of teaching pronunciation instead of intelligibility. Thus, it is important to facilitate learners to be able to speak at least which can be understood by other English users. Nevertheless, to reach this goal, a number of problematic issues in learning pronunciation has been discussed in some researches. Liang (2014) reported that students had problematic issues in pronouncing vowel, consonant, and diphthong and many other researches find some other area in pronunciation that need to take into account. Responding to the previous problem, audio-lingual method has been suggested by a number of experts and researchers (Gilakjani, 2011), as it provides several strengths particularly in assisting learners learning pronunciation.

According to Hidayati (2016), who conducted a quasi experimental research, argued that students' pronunciation can be improved through audio lingual method as it has an activity called repetition drill and through this activity, the students got accustomed to pronounce words intelligibly as what the teacher modeled. This suggestion was inline with the finding of this study as according to the finding, even though this current research employed rather different method in, it was pre experimental, it can be explained that audiolingual method had a significant effect on students's pronunciation performance. Furthermore other researches support this finding, Bajri (2018), through his classroom action research proved that the drilling activity improved students' pronunciation. He explained that when the students' joined the drilling activity, they paid much more attention on teachers modelling the pronunciation. As a result, the internalisation process run effectively. Similarly, Tika (2011) who studied junior high school students, reported that the drilling activity improve students' pronunciation performance.

Meanwhile, according to descriptive statistic research the mean score of students' pronunciation performance before and after having a treatment through audiolingual method presented a significant difference. This can be assumed that audiolingual method affected students' pronunciation significantly. This current research is also in line with the finding of Fuadah's study (2016), despite using classroom action research design, she finally proved that students' pronunciation performance improved significantly after they were thought by using audiolingual method. Finally the similar research finding was also reported by Eripuddin and Kasyulita (2017), saying that audio lingual mehod is recommended be used as a method to teach pronunciation rather than using conventional method.

The audio-lingual method's focus on phonetic patterns and sound contrast, as described by Brown (2001), supports students' pronunciation performance by helping them become more aware of distinct English sounds and compare them with those in their native language. Through repetitive drills, learners are able to internalize these sounds, improving their pronunciation through muscle memory. This repetition allows students to produce more accurate sounds automatically. Additionally, the immediate feedback provided by instructors helps correct errors in intonation, rhythm, and stress, all of which are essential elements of clear pronunciation. Therefore, the method's structured practice enhances students' overall pronunciation performance.

Nonetheless, audiolingual method is not appropriate to teach extended speaking or more advance communicative competence (Brown, 2001). Besides, as the teacher's role and activity are crucial in the audio-lingual method, it causes more dominance of the teacher in the classroom. Thus, these constrains should be considered by the English teachers and it can be taken for granted.

4. CONCLUSION

Based on the result of research conducted regarding the effectiveness of audio lingual method on students pronunciation performace, it can be concluded:

- a. Students at SMPN 25 Pontianak had lower pronunciation performance, as indicated by the pre-test mean score, reflecting their initial difficulties with proper pronunciation
- b. After receiving instruction using the audio-lingual method, students showed improved pronunciation, as evidenced by the higher post-test mean score. This indicated that regular drilling and exposure to phonetic sounds helped them enhance their pronunciation skills.

- c. The statistical analysis using a dependent sample t-test demonstrated a significant effect of the audio-lingual method on students' pronunciation performance, with the t-value (9.051) being much higher than the critical value. This confirms that the method had a positive and significant impact on improving pronunciation.

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