

## THE USE OF AUDIO-LINGUAL METHOD ON STUDENTS' PRONUNCIATION ABILITY

Nurhayati

STKIP Bina Mutiara Sukabumi

Nurul Aeni

STKIP Bina Mutiara Sukabumi

Jalan Sengkol Dua, Desa Citanglar Kecamatan Surade Kabupaten Sukabumi

Korespondensi penulis : nurhayatinurullah@gmail.com

**Abstract.** Pronunciation is an essential element of efficient communication, and students frequently encounter challenges in mastering accurate pronunciation in foreign languages, particularly English. Selecting and executing suitable language teaching methods is crucial for addressing these issues. This study aimed to assess the impact of the audio-lingual technique on students' pronunciation skills. Design – This study used a quantitative experimental design and included a sample of 28 eleventh-grade students from SMAN 1 Ciracap. The researcher employed instruments consisting of pre-tests and post-tests administered to subjects before and during the treatment (implementation of the audio-lingual approach). Findings – The results indicated an enhancement in students' pre-test and post-test scores, as demonstrated by a mean gain score of 14.1. Additionally, the results of the paired sample t-test indicate that the significance level of 0.001 is less than 0.005 ( $0.001 < 0.005$ ), leading to the rejection of  $H_0$  and the acceptance of  $H_1$ . The statistics indicate that the audio-lingual technique affects the pronunciation skills of eleventh-grade students at SMAN 1 Ciracap during the 2023/2024 academic year.

**Keywords:** pronounciation, audio lingual method

**Abstrak.** Pengucapan adalah komponen kunci komunikasi yang efektif dan pembelajar sering kali mengalami kesulitan dalam memperoleh pengucapan yang benar dalam bahasa asing. Penelitian ini dirancang untuk mengetahui pengaruh penggunaan metode audio lingual terhadap kemampuan pengucapan siswa. Desain yang diterapkan dalam penelitian ini adalah kuantitatif eksperimental dengan sampel sebanyak 28 siswa yang diambil dari siswa kelas sebelas di SMAN 1 Ciracap. Peneliti menggunakan instrumen berupa pre-test treatment dan post-test. Hasil dari penelitian ini memperlihatkan bahwa adanya peningkatan dari nilai pre-test dan post-test siswa yang dibuktikan dengan presentasi gained score dari mean pre-test dan post-test sebanyak 14.1. Selain itu, hasil dari uji paired sample t test juga menunjukkan sig. sebesar 0.001 yakni lebih kecil dari 0.005 (sig.  $0.001 < 0.005$ ), sehingga  $H_0$  ditolak dan  $H_1$  diterima. Dari data-data tersebut dapat disimpulkan bahwa terdapat pengaruh dari penggunaan metode audio lingual terhadap kemampuan pengucapan siswa kelas sebelas di SMAN 1 Ciracap tahun ajaran 2023/2024.

**Kata kunci:** pronounciation, audio lingual method

### INTRODUCTION

Pronunciation is an essential element of efficient communication in various circumstances. Observations in the school indicate that students frequently struggle with achieving accurate pronunciation in a foreign language. Numerous arrangements are challenging to comprehend and deviate from the original language. For instance, pupils pronounce 'bad' as 'baed,' when the accurate pronunciation is 'baed.' This results in students feeling less secure in speaking or reading English due to inadequate pronunciation. This term may be misinterpreted in conversation if pronounced incorrectly. When people pronounce words inaccurately, they will find it difficult to understand their significance. According to Fraser (2000:7), as cited by Pardede (2018), proficient pronunciation

facilitates comprehension, even when other speaking subskills (vocabulary, grammar, and pragmatics) are flawed; conversely, inadequate pronunciation hinders understanding, regardless of accuracy in other domains.

This is undoubtedly detrimental to students' mental health and can foster an uncomfortable learning environment. We can employ various strategies, such as selecting engaging and pertinent instructional methods, to enhance students' pronunciation skills. The audio-lingual method is a viable teaching approach. The audio-lingual technique prioritizes audio as the primary instrument for language acquisition. Utilizing voice recordings and repetitive practice helps pupils comprehend and emulate accurate pronunciation. This aligns with the assertion of Eripuddin & Kayulita (2019) that pupils instructed by the audio-lingual method exhibit a significant improvement in pronunciation relative to those taught via traditional methods. Consequently, the use of audio, such as voice recordings, can assist students in mastering pronunciation through repeated listening and imitation of the correct articulation until they can effectively apply it. Consistent practice can enhance students' intonation, word stress, and speech rhythm skills. This strategy can also stimulate teachers and students to engage more actively, rendering the learning experience more joyful. Numerous studies indicate that the audio-lingual approach can significantly enhance pupils' proficiency in pronunciation. Nevertheless, comprehensive research on the efficacy of this strategy in enhancing students' pronunciation skills is necessary; further updates and in-depth investigations are required. This study inquiry to evaluate the effectiveness of the Audio Lingual Method in enhancing the pronunciation skills of eleventh-grade students at SMAN 1 Ciracap. This paper examines the Audio-Lingual Method to elucidate its efficacy in enhancing students' English pronunciation skills, with the intention of facilitating its adoption by educators in academic settings.

## **LITERATURE REVIEW**

Pronunciation is a way of saying or pronouncing a word. Pronunciation is also the process, method, and act of producing speech sounds, including articulation, stress, and intonation. According to Yates (2002), as quoted in Gilakjani (2016), pronunciation itself is the generation of sounds that are used to convey meaning. Pronunciation is the way a person produces the sound of a word to convey meaning. Pronunciation includes the way a language is spoken, including how a word is pronounced, how a person pronounces the

words of a language, and how the sounds of a language are produced. Pronunciation involves the correct production of individual sounds and their combinations in words. This includes accurate formation of consonants and vowels. A consonant is a sound in speech characterized by the interruption of the airflow within the vocal tract. Describing a consonant entails elucidating the characteristics. According to Carley & Mess (2020) there are three key aspects must be considered: voicing, place of articulation, and manner of articulation. English vowels are divided into two major types, simple vowels (also called pure vowels or monophthongs) and diphthongs (Dobrovolsky & Katamba, 1996: 35-36 quoted in Dewi, 2018). Simple vowels do not show a noticeable change in quality.

Audio-lingual method is an approach to teaching a foreign or second language that prioritizes teaching listening and speaking skills before reading and writing. Because this method places more emphasis on the application of audio and aural to train students' listening and speaking skills. This was also expressed by Fries & Lado (1958) quoted in Bidenko & Bepalova (2017), that researchers agree that the audio-lingual education approach is based on creating oral audio habits. In simple terms, the aim of this method is to help students develop the mother tongue habit (Dendrinis, 1992) referred to (Mart, 2013). It is a language teaching approach that emphasizes the use of audio (sound) and lingual (language) as the main media in the learning process. This approach focuses on developing speaking and listening skills using techniques such as repetition, drills, and the use of audiovisual materials. Students are invited to listen and imitate sounds or pronunciations to strengthen their language skills. Therefore it is relevant to use to improve students' pronunciation abilities. This is in line with the opinion of Ismawati (2019) that the audio lingual method can develop students' pronunciation of English words.

Language teaching methods are systematic methods or strategies used by teachers to teach language material to students. Brown (2001) quoted from Imansyah (2021) describes a method as a comprehensive plan for methodically presenting words according to the selected approach. The main objective of English language instruction is to educate students on how to communicate effectively and appropriately in English (Bidenko & Bepalova, 2017). The goal is to help students understand and acquire language skills. Imansyah (2023) states that several teaching methods are currently being practiced:

grammar translation methods, direct method, communicative language teaching, and audio lingual method.

According to Richards & Rodgers (2001: 50) as cited in (Maaliah, et al, 2017), the audio-lingual method is an approach to teaching a foreign or second language that prioritizes teaching listening and speaking skills before reading and writing. Because this method places more emphasis on the application of audio and aural to train students' listening and speaking skills. This was also expressed by Fries & Lado (1958) quoted in Bidenko & Bepalova (2017), that researchers agree that the audio-lingual education approach is based on creating oral audio habits. In simple terms, the aim of this method is to help students develop the mother tongue habit (Dendrinis, 1992) referred to (Mart, 2013). It is a language teaching approach that emphasizes the use of audio (sound) and lingual (language) as the main media in the learning process. This approach focuses on developing speaking and listening skills using techniques such as repetition, drills, and the use of audiovisual materials. Students are invited to listen and imitate sounds or pronunciations to strengthen their language skills. So this method is relevant to use to improve students' pronunciation abilities. This is in line with the opinion of Ismawati (2019) that the audio lingual method can develop students' pronunciation of English words.

The Audio-Lingual Method explores the concept that language can be understood and mastered through behavioral models and sound patterns. Therefore, the use of audio recordings, dialogues, and communicative situations is considered crucial to help students absorb language structures and build intuition towards commonly used expressions. This method focuses on teaching listening and speaking, it can help students hone their speaking fluency, especially in word pronunciation. Along with this, some of the main characteristics of the Audio-Lingual Method involve repeated repetition, providing positive feedback, and an emphasis on mastering common sentence patterns.

## **METHODS**

This study employs quantitative experimental research methodologies. Researchers choose an experimental quantitative methodology that emphasizes the collection of numerical data to examine cause-and-effect correlations. We conducted this study at SMAN 1 Ciracap, located in Sukabumi. The study population comprised all eleventh-grade students at SMAN 1 Ciracap, encompassing eight classes, specifically

classes XI-1 through XI-8. The population consisted of 275 individuals from the eleventh grade at the school. The researcher selects a subset from this population to serve as the research sample. This class comprises 28 students from XI-1. We base this analysis of class selection on basic random sampling. Simple random sampling is a method for randomly selecting or excluding individuals from a population without regard to stratification, ensuring that each member of the population has an equal probability of being chosen or omitted (Kerlinger, 2006:188, cited in Nurhidayat, 2018:489). The study employed a pronunciation assessment as its research instrument. Researchers assessed the enhancement of students' pronunciation skills by gathering data from two testing phases: a pre-test and a post-test. The researchers conducted the pre-test prior to the implementation of the audio-lingual approach, and subsequently administered the post-test. The IBM SPSS 27 application analysed the data using a hypothesis test, specifically a paired sample t-test.

## **RESULT AND DISCUSSION**

This research aims to measure the effect of using the Audio Lingual method on the pronunciation abilities of eleventh grade students at SMAN 1 Ciracap. This research involved 28 students as a sample selected at simple random from the eleventh grade student population. The results of this research are data collected during field research. The data collected is in the form of pre-test and post-test scores of students or samples that were given treatment. Based on the pre-test results, there were 10 students who got poor grades while only 3 people got excellent grades as shown in Table 1.

**Table 1.** Frequences of Pre-test Score

<b>Interval</b>	<b>Criteria</b>	<b>Frequences</b>
<b>x &lt; 37</b>	<b>Failed</b>	<b>0</b>
<b>37 - 50</b>	<b>Poor</b>	<b>10</b>
<b>51 - 63</b>	<b>Good</b>	<b>8</b>
<b>64 - 76</b>	<b>Very Good</b>	<b>7</b>
<b>x &gt; 76</b>	<b>Excellent</b>	<b>3</b>

However, after being given treatment in the form of applying the audio-lingual method, the students' scores increased. The smallest student score was in the good criteria and there were 9 students who achieved excellent scores as shown in Table 2.

**Table 2.** Frequences of Post-test Scores

Interval	Criteria	Frequences
$x < 37$	Failed	0
37 - 50	Poor	0
51 - 63	Good	9
64 - 76	Very Good	10
$x > 76$	Excellent	9

Apart from that, the increase in student scores was also shown by an increase in the mean score of the pre-test and post-test with an n-gain of 14.1.

**Figure 1.** Mean of Pre-test and Post-test

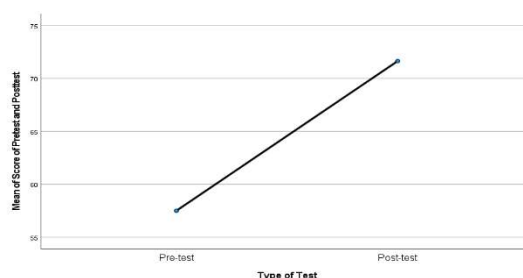


Figure 1 shows a significant increase in students' pre-test and post-test scores. From the mean pre-test score of 57.5 and the average post-test score of 71.6 to obtain an average increase was 14.1 points. This shows that the use of the Audio Lingual method contributes positively to students' pronunciation abilities.

The results of the paired sample t test analysis from the pre-test and post-test also show the influence of the audio lingual method on students' pronunciation abilities.

**Table 3.** Paired Sample T-Test

	Mean	Sig. (2-tailed)
<b>Pretest – Posttest</b>	<b>-14.143</b>	<b>.001</b>

Based on table 3, the results of the paired sample t-test show a sig value. or p-value of 0.001 which is smaller than the value of 0.05. Therefore,  $H_0$  is rejected and  $H_1$  is accepted, which means that there is a significant influence from the use of the audio lingual method on students' pronunciation abilities.

The findings of this research provide strong support for the hypothesis that the use of audio-lingual methods will significantly improve students' pronunciation abilities. The significant increase in post-test scores compared to the pre-test shows that the audio-lingual method used is effective in improving students' pronunciation abilities. These results are in line with various previous studies that show that interactive and practice-based approaches have a positive impact on improving pronunciation abilities. For example, research conducted by Ismawati (2019) and Hidayati (2016) shows that repeated practice and direct interaction can help students learn pronunciation techniques better. This is also following Freeman's (2019) opinion that dialogues are learned through repetition. An interactive approach helps students get immediate feedback from instructors and fellow students, ultimately speeding up the learning and improvement process.

In the context of this research, the audio-lingual method used includes repeated and interactive pronunciation exercises, where students are actively involved in various activities designed to improve their pronunciation abilities. The activity is carried out using one of the audio-lingual method techniques, namely repetition exercises using dialogue in songs. Repetition practice helps students remember, memorize, and be able to apply pronunciation techniques correctly on a regular basis. Using songs as audio can create a pleasant classroom atmosphere so that it can motivate students to be enthusiastic about learning. Students are asked to continue repeating the dialogue in the song and occasionally explain the meaning of the song to better master the pronunciation technique. A significant increase in post-test scores indicates that students can internalize the techniques taught and apply them effectively in practice.

Several other factors that support the success of this method also include:

1. Repetition: Students practice pronunciation repeatedly, which helps strengthen their skills.
2. Imitation: Students listen to and imitate the pronunciation of native speakers, which helps them develop more accurate pronunciation.
3. Structured Practice: This method provides structured and systematic practice, which makes it easy for students to follow and understand.

## **SUGGESTION AND CONCLUSION**

Based on the results of research conducted regarding the effect of using the Audio Lingual method on the pronunciation abilities of eleventh grade students at SMAN 1 Ciracap, it can be concluded that the Audio Lingual method has a significant influence in improving students' pronunciation abilities. This is proven by a significant increase in the average score between the pre-test and post-test of 14.1 points, as well as the results of the paired sample t-test which shows a significant value ( $\text{sig. } 0.001 < 0.005$ ), which means  $H_0$  is rejected and  $H_1$  accepted. Thus, it can be concluded that there is an influence of using the Audio Lingual method in improving the pronunciation abilities of students at eleventh grade of SMAN 1 Ciracap.

## **References**

- Bidenko, L., & Bepalova, H. (2017). Implementing Audio-Lingual Method To Teaching Ukrainian As a Foreign Language At the Initial Stage. *Advanced Education*, 3(7), 23–27.
- Carley, P., & Mees, I. M. (2020). *American English Phonetics and Pronunciation Practice*. Routledge.
- Dewi. (2018). *PRONUNCIATION OF DIPHTHONGS BY SEVENTH GRADE STUDENTS* Ni Luh Desy Suari Dewi Universitas Dhyana Pura. 4(2), 15–24.
- Eripuddin, & Kasyulita, E. (2019). The Effectiveness of Audio-Lingual Method on Students' Pronunciation Ability at Third Semester in The University of Pasir Pengaraian. *ULRES-International Journal on Language, Research and Education Studies*, 3(3), 431–437.
- Freeman, H. (2019). The Concept of Teaching. *Journal of Philosophy of Education*, 7(2), 7–38.
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review - International Journal of Research in English Education. *Ijree*, 1(1), 1–6.
- Hikmah Hidayati, K. (2016). Using Audio Lingual Method to Improve Students Pronunciation Ability of Darul Mahdiah Private School. *ELLITE: Journal of English Language, Literature, and Teaching*, 1(1).
- Imansyah, I. (2021). The Efl Teachers' Teaching Methods At SMPIT Tunas Cendekia Mataram. *Jurnal Ilmiah Mandala Education*, 7(3), 619–625.



- Ismawati, W. (2019). the Effect of Applying Audio Lingual Method To Develop Students' English Word Pronunciation Department of English Education Faculty of Educational Sciences. *Repository.Uinjkt.Ac.Id*.
- Maaliah, E., Harry Widodo, Y., & Aziz Politeknik Negeri Madiun, M. (2017). USING AUDIO-LINGUAL METHOD TO IMPROVE THE STUDENTS' SPEAKING SKILL (A Classroom Action Research at the Fifth Grade of Madigondo Elementary School in the Academic Year of 2015/2016). *Jurnal Bahasa Inggris Terapan*, 3, 46–47.
- Mart, C. T. (2013). The Audio-Lingual Method: An Easy way of Achieving Speech. *International Journal of Academic Research in Business and Social Sciences*, 3(12), 10–13.
- Nurhidayat, N. (2018). The Syllabus Design of ESP for The Students of Health Analyst. *ELS Journal on Interdisciplinary Studies in Humanities*, 1(4), 487–495.
- Pardede, P. (2018). Improving EFL Students' English Pronunciation by Using the Explicit Teaching Approach. *JET (Journal of English Teaching)*, 4(3), 143.