



*Improving Students' Speaking Abilities by Using Audiolingual Method  
at SMA Negeri 15 Semarang*

**Meningkatkan Kemampuan Speaking Siswa dengan Menggunakan Metode  
Audiolingual Method pada Siswa SMA Negeri 15 Semarang**

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**ABSTRACT**

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The importance of having English speaking skills as a communication tool is also seen in the classroom's learning process. Based on the curriculum of 2013, students of grade XI need to be provided with some speaking materials in the second semester, such as bargaining expression. Implementing the audiolingual method in teaching speaking to students at SMAN 15 Semarang finds out the audiolingual method's effectiveness to improve students' speaking ability.

The instruments of the research were an observation sheet, questionnaire, and a speaking test. Paired Sample T-Test was used to obtain the quantitative data for comparing the score result of pretest and posttest. The result of this research was the audiolingual method influenced the students' speaking improvement. It was proved by the students' speaking ability in the first cycle to three cycles improved highly. The mean score of the pretest was 55.7. It had increased to 64.7 in the process I grew to 66.8 in cycle II and increased to 81.2 in cycle III. The questionnaire's result was 84.8% that students agree the audiolingual method can improve their speaking ability. It could be said that their perceptions of the audiolingual approach were high.

In conclusion, there was some effectiveness of the audiolingual method. First, using this method could attract students' attention and motivation in the teaching and learning process. Second, students could better understand using English in real situations since they got appropriate speaking English models. Third, they also had adequate opportunities to practice speaking to train their speaking fluently and confidently.

**INTRODUCTION**

Nowadays, English is one of the most used languages as a global language and has a vital role in modernization. Considering it, the government determines English as



a foreign language in Indonesia. English has a set of four capabilities as interpersonal communication. Speaking is one of four capabilities that need to be mastered by students besides reading, writing, and listening.

Based on the curriculum of 2013, English education aims to qualify students for using English as communication. As English teachers, our job is to prepare students to pass the test and shape students to use English effectively in real life. Unfortunately, most English teachers are not aware of this aim, and they focus on preparing students to pass the test, so students are not triggered to use English actively in the classroom. In line with Bygate (2008), the fundamental problem of teaching a foreign language is to activate students to use the language itself.

The importance of having English speaking skill as a communication tool is also seen at the school. Based on the curriculum 2013, grade XI students need to be provided with some speaking materials in the second semester, such as bargaining expression. At this point, they are demanded to negotiate and dispute the price which will be paid, service or something else between buyer and seller in the Market, department store, or the same transaction, will eventually agree (Syllabus, 2019)

Based on their problems, teachers need to know the suitable method to teach speaking correctly. One of the processes in teaching English as a foreign language is an audiolingual method. In this method, students are taught a foreign language directly by emphasizing repetition and drill pronunciation and grammatical sentence patterns without explaining new words or grammatical rules in the target language (Qian, 2017). The audiolingual method improves students' speaking abilities. Students can speak the target language communicatively, know how to pronounce the target language, and are expected to be active learners in the class. It will be increasing their confidence to use English.

## **RESEARCH METHODOLOGY**

In this research, I used classroom action research (CAR). Action research is a research approach about things that happen in the community or target group, and the result focuses on informing, generating, and building theory (Burns 2015).

The research was conducted on the student of SMAN 15 Semarang, who was in second grade by the academic year 2020/2021. The sample of this study was about 32 students of grade XI MIPA 7. I researched SMAN 15 Semarang located in Jl. Kedungmundu No. 34, Kel. Sambiroto, Tembalang, Kota Semarang, Jawa Tengah. I decided to choose the school based on the problem that happened in the pre-observation.



## RESULT & DISCUSSION

All students enjoyed the learning process. However, when the learning process was ongoing, some students ignored the teacher. I asked students WhatsApp; they said they were afraid to speak up or got a poor connection. I used observation in cycle II to determine the teaching and learning process for evaluating to next cycle. It showed that the teaching and learning process got 70% success.

I analyzed the teaching and learning process in cycle I for the reflection. I discussed with the English teacher that the most faced in the speaking class was that students were afraid of speaking. In the improvement for cycle II, I divided students into three groups. I broke down the online meeting class into three sections. It aimed to focus on students while joining the class because it was more challenging to observe the whole students than in conventional style in an online class.

In this cycle II, all students enjoyed the learning process. However, in cycle I, there are some of the students who ignored it. That's different from the previous cycle that I saw that all students enjoyed the process of learning. They got a pleasant atmosphere in cycle II. Students understood the materials quickly, and they felt more confident to try speaking. I used observation in cycle II to find out the lack of teaching and learning process for evaluating to next cycle. It showed that the result got 80% success. It can be concluded that the process of teaching and learning was well-turned. The observation sheet's data result towards implementing the audiolingual method in teaching speaking at SMAN 15 Semarang showed in appendix III. In this cycle II, I found that all students had more understanding of using the audiolingual method. For the improvement for cycle III, I needed improvement in explaining the material with the audiolingual approach. I explained the material by using the audiolingual method slowly.

The result of cycle III got more increase both students' and teacher's activities during the teaching-learning process than the cycle I and cycle II which was in the process of cycle I got 70%, then cycle II got 80% and in the cycle III got 90%. The primary speaking matter was the lack of techniques that the teacher used in teaching speaking, so students felt bored and had less motivation. Ismail (2009) states that the teaching method has to be suitable for studying itself. Based on the problem above, I implemented the audiolingual strategy in cycle I, cycle II, and cycle III, four techniques. Those were repetition, inflection, substitution drill, and transformation.

I had conducted the speaking test three times to the eleventh grades students of SMAN 15 Semarang. The test was intended to measure students' achievements in understanding materials that would be given to them. They were given a pretest and posttest. I analyzed the test result and score report to compare the pretest result and all posttest results. I applied the product of SPSS for processing the test data as follow:



### The Result of Descriptive Statistic

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre1	55.6563	32	4.45486	.78752
	post1	64.7188	32	4.43035	.78318
Pair 2	pre2	55.6563	32	4.45486	.78752
	post2	69.1875	32	6.30124	1.11391
Pair 3	pre3	55.6563	32	4.45486	.78752
	post3	83.9375	32	4.26492	.75394

In the paired sample statistical table above contains descriptive about the influence of the audiolingual method on improving students' speaking ability between before and after the use of the audiolingual process. It can be seen that the table above contains a descriptive table that displays the mean, sample size, standard deviation, and standard error mean. At this output, an average value of pre1-pre3 (Mean) is obtained at 55.65, while post 1 is 64.71, post 2 is 69.18, and post 3 is 83.93. The number of respondents or students used in the study is 32 students for the value of std. Deviation (standard deviation) in pre 1-pre 3 is 4.454 while post 1 is 4.43, post 2 is 6.30 and post three is 4.26 and for the std value, the mean error pre 1-pre 3 is 0.787 while post 1 is 0.783, post 2 is 1.113 and post three is 0.753. Because the mean value in pre1-pre3 < post1-post3 means that descriptively there is an average difference between pre and post.

The questionnaire's result consisted of 13 items, and each item was used to find out students' perception towards the audiolingual method in the learning process at SMAN 15 Semarang. There are four options for answering the questionnaire: "strongly agree, agree, disagree, and strongly disagree." Thirty-two students fill in the questionnaire sheet. Furthermore, the following data were obtained as follow:

The first indicator of students' perception towards teacher's activity in applying the audiolingual method on items 1, 2, 3 have percentages of strongly agree above 50%. It means that I apply the audiolingual method in the learning process successfully. It could be said that all students enjoy learning to speak by using the audiolingual method. It was proven by the questionnaire results that indicated all students were active, concentrated, and paid attention to the material. They felt enthusiasm for doing the steps of the method, and they were motivated to learn speaking. Students also had sufficient facilities to practice talking.





The second indicator of students' perception towards using the audiolingual method in teaching speaking on items 4, 5, 6, have percentages of strongly agree is above 50%. Items 7, 8, 9 have portions of approving are above 50%. It can be said that students understand the material more comfortable, especially in speaking, after the teacher uses the audiolingual method. Students feel more confident in speaking English. The use of the drilling technique can help students speak English fluently.

The third indicator about the advantages of using the audiolingual method on items 10 and 11 has percentages of strongly agree above 50%, and on articles 12 and 13, portions of approving are above 70%. Students admitted that using the audiolingual method in learning and the audiolingual process helps them understand the material quickly. Students think more diligently in learning to talk because the audiolingual approach makes them less afraid of speaking English.

### CONCLUSION

Based on cycle I and cycle II, the teaching and learning process had some unsuccessful actions. I implemented the method by online learning, and some students had a poor connection. In contrast, some students did not focus on the learning process due to their family's noisy conditions at their home. In cycle III, the teaching and learning process with proven results shows that the process has been increasing time by time, and the process could be said enjoyable and active. Students had fun with the technique and material with the topic of bargaining expression. Because in the audiolingual method, students needed a lot of practice, which made them an active learner. They observed the material quickly, and they were not shy anymore to try bargaining expression.

Most of the students thought speaking was difficult and complicated because they had to explore their idea and inspiration for speaking regularly. They felt while speaking; they have no idea and inspiration to speak up. After I have finished this research for a few weeks, the result indicated that the use of the audiolingual method was significantly related to improving students' speaking ability achievement. Students became more aware of their pronunciation after doing pronunciation drilling, and their pronunciation became better. Students also improved their vocabulary knowledge. It made them more confident to speak English.

I found several benefits of the audiolingual method based on the students' perception. There were: first, students' motivation and attention toward speaking could be attracted by using this method. Second, the use of the audiolingual process also made students were interested in speaking out their idea. Third, students could better understand using English in real situations since they had proper speaking English models through audio. Fourth, students also had sufficient facilities in practicing speaking to instruct they are confidently and fluently speaking.



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