

## Enhancing Speaking Skills: The Impact of the Audio-Lingual Method on Eighth-Grade Students

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**ABSTRACT:** This research explores the impact of the Audio-Lingual Method (ALM) on enhancing the speaking skills of eighth-grade students at SMP Negeri 1 Baranti. The study aimed to address common speaking difficulties, such as pronunciation issues, limited vocabulary, and lack of confidence, through the application of ALM techniques. A pre-experimental design was employed, with a sample of 23 students from class VIII.1, who underwent both pre-test and post-test assessments. The results indicated a significant improvement in students' speaking skills, particularly in areas of accuracy, fluency, and comprehensibility, following the implementation of the ALM over a four-week period. Statistical analysis revealed that the post-test scores were significantly higher than the pre-test scores, confirming the effectiveness of the Audio-Lingual Method in improving English speaking proficiency. The study concludes that the ALM is an effective teaching method for fostering students' speaking skills, enhancing their confidence, and encouraging active participation in the learning process.

**Keywords:** Audio-Lingual Method, Speaking Skills, English Language Teaching, Eighth-Grade Students, Classroom Interaction, Fluency, Accuracy, Comprehensibility



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## INTRODUCTION

Speaking is a crucial component of language acquisition, particularly in a second-language learning context. It allows learners to communicate their thoughts, express their ideas, and interact with others in a meaningful way. Among the four primary language skills—listening, speaking, reading, and writing—speaking is often considered the most challenging for many students, especially when learning a foreign language. This is because it requires immediate processing of language structures, pronunciation, and the ability to form coherent thoughts under pressure. In the context of English as a second language, mastering speaking skills is vital for students' success, not only academically but also socially and professionally. In many

classrooms, particularly in non-English-speaking countries like Indonesia, students face significant challenges in developing speaking proficiency. These challenges include a lack of vocabulary, insufficient practice, low self-confidence, and the influence of native language habits. Additionally, many students are hesitant to speak in front of others due to fear of making mistakes or being judged. This results in limited opportunities for oral practice and minimal engagement in speaking activities, further hindering their language development. Despite the growing importance of English, many students continue to struggle with speaking, which affects their overall proficiency. At SMP Negeri 1 Baranti, where this study takes place, the eighth-grade students face similar speaking challenges. The school is located in an area where the dominant language is Buginese, and English is not commonly used outside the classroom. This language barrier, combined with a lack of exposure to English in everyday situations, contributes to the students' struggle to master English speaking skills. Additionally, students are often shy, reluctant to participate in class discussions, and tend to rely on their native language, Buginese, when attempting to speak English. These issues underline the need for an effective approach to help students overcome their speaking difficulties.

One teaching method that has shown promise in improving speaking skills is the Audio-Lingual Method (ALM)(Maryani & Irwandi, 2021). Developed in the mid-20th century, ALM is a behaviorist approach to language teaching that focuses on listening and speaking. The method emphasizes the importance of repetition, drills, and pattern practices to help learners internalize correct language structures and pronunciation. By repeatedly practicing dialogues and sentence structures, students gradually develop fluency and confidence in using the language. The method is particularly effective for beginners or students who struggle with speaking because it encourages active participation and minimizes the fear of making mistakes. The primary goal of the Audio-Lingual Method is to help students develop automaticity in language use. Unlike traditional methods that emphasize grammar and vocabulary learning in isolation, ALM integrates these components into practical speaking activities. Through repetitive drills, students reinforce their understanding of sentence structures and pronunciation, gradually internalizing the correct forms.

This method also uses mimicry, memorization, and pattern practice, which help students overcome initial hesitations and gain confidence in speaking. The repetitive nature of ALM helps students strengthen their memory and recall, which is essential for fluency in speaking. Previous studies have demonstrated the effectiveness of the Audio-Lingual Method in improving speaking skills in various educational settings. Research has shown that ALM can significantly enhance students' pronunciation, fluency, and overall speaking ability. By focusing on listening comprehension and speaking accuracy, ALM encourages learners to produce the language in a controlled and structured way, which helps in building confidence. Several studies also suggest that the method's emphasis on oral drills helps reduce students' fear of speaking and enables them to engage more actively in language learning. However, while the method has been widely used in various contexts, its application in Indonesian secondary schools remains underexplored, making this study particularly valuable.

Despite the potential benefits of the Audio-Lingual Method, there has been limited research on its application in Indonesian classrooms, particularly in improving the speaking skills of eighth-

grade students. This gap in the literature highlights the need for an investigation into the practical effectiveness of ALM in the local context. The present study aims to address this gap by focusing on the impact of the Audio-Lingual Method on the speaking skills of eighth-grade students at SMP Negeri 1 Baranti (Rahman, 2018; Sukirlan, 2020). By examining the effects of ALM on accuracy, fluency, and comprehensibility, this study seeks to provide valuable insights into its effectiveness in this specific educational setting. The primary purpose of this study is to evaluate the impact of the Audio-Lingual Method on the speaking skills of eighth-grade students at SMP Negeri 1 Baranti (Khan, 2020). The research aims to assess whether the method can improve students' pronunciation, fluency, and overall ability to communicate in English. Through a pre-experimental design, the study will compare the students' speaking skills before and after the implementation of the ALM. By conducting pre-test and post-test assessments, the study will determine whether significant improvements occur in the students' speaking proficiency after the ALM treatment.

This study is significant because it will provide valuable insights into the effectiveness of the Audio-Lingual Method in improving speaking skills, specifically in an Indonesian context. The findings could help educators in SMP Negeri 1 Baranti, and other schools facing similar challenges, adopt more effective teaching methods to enhance their students' speaking abilities. Additionally, the study will contribute to the growing body of research on ALM and its application in non-native English-speaking classrooms. If successful, the method could become a more widely used approach to teaching speaking in Indonesian schools, providing students with better opportunities to develop their English language skills. To guide the investigation, the study will address the following research questions: (1) How does the Audio-Lingual Method impact the speaking skills of eighth-grade students at SMP Negeri 1 Baranti? (2) Does the Audio-Lingual Method lead to improvements in students' pronunciation, fluency, and comprehensibility? (3) Are there significant differences in the students' speaking skills before and after the implementation of the ALM? These questions will help structure the data collection process and provide a clear framework for analyzing the results.

The scope of this study is limited to the eighth-grade students of SMP Negeri 1 Baranti, focusing on the application of the Audio-Lingual Method in improving their speaking skills (Arifah, 2020; Mahmud, 2018). The research will specifically examine the impact of the method on three key aspects of speaking: accuracy, fluency, and comprehensibility. The study will use a pre-experimental design, with pre-test and post-test assessments to evaluate the changes in students' speaking proficiency. The data collected will be analyzed using quantitative methods, including statistical analysis to measure the significance of the results. The structure of this paper is as follows: Chapter 1 presents the introduction, including the background of the study, research problem, purpose, significance, research questions, and scope of the study. Chapter 2 provides a review of relevant literature, focusing on the Audio-Lingual Method and its application in language teaching (Halim & Fitria, 2020; Lestari, 2019). Chapter 3 outlines the research methodology, including the research design, participants, data collection procedures, and analysis methods. Chapter 4 presents the results of the study, including the findings from the pre-test and post-test assessments. Finally, Chapter 5 discusses the conclusions, implications, and recommendations for future research.

Speaking is a critical skill in language acquisition, especially in second language learning. It allows students to communicate, express their thoughts, and engage with others in real-life situations. According to Richards (2008), speaking is considered one of the most challenging skills to master in a second language because it requires learners to process and produce language simultaneously. Effective speaking involves a combination of fluency, pronunciation, and vocabulary use, making it an essential part of any language curriculum. In the context of Indonesian education, where English is taught as a foreign language, students often struggle to engage in meaningful oral communication due to limited exposure to English outside the classroom. Teaching speaking in English, particularly in non-native environments, presents several challenges. According to Nation and Newton (2009), students often encounter difficulties in pronunciation, fluency, and comprehensibility. In Indonesia, students tend to rely on their native language, which can result in incorrect pronunciation and limited vocabulary. Additionally, fear of making mistakes and lack of confidence can prevent students from speaking up in class. This reluctance is common in many Asian classrooms, where students are accustomed to rote learning and less encouraged to actively participate in speaking activities (Lee, 2000). Teachers often find it challenging to create an environment where students feel comfortable and confident enough to practice speaking.

The Audio-Lingual Method (ALM) is an approach to language teaching that was developed in the mid-20th century, grounded in the behaviorist theory of learning (Alzamil, 2019; Riswanto & Haryanto, 2018). The method emphasizes the use of repetition, drills, and pattern practices to teach language. According to Richards and Rodgers (2001), ALM focuses on reinforcing language habits through oral practice, which helps students internalize grammatical structures and pronunciation patterns. Unlike traditional methods, which rely heavily on grammar explanations and translations, ALM emphasizes speaking and listening skills, making it particularly effective for beginners and intermediate learners. The core principles of the Audio-Lingual Method are founded on behaviorism, which suggests that learning occurs through the repetition of correct forms. ALM uses techniques such as substitution drills, transformation drills, and repetition drills to help students practice language structures. Brown (2007) explains that through constant repetition and correction, students gradually internalize the language rules, leading to automaticity in language production.

The method also emphasizes mimicry, where learners imitate the language model provided by the teacher. These activities are designed to be engaging and allow for active student participation, which helps improve fluency and comprehension in oral communication. Numerous studies have demonstrated the effectiveness of the Audio-Lingual Method in improving speaking skills. In a study by Cagri (2013), the Audio-Lingual Method was shown to significantly improve students' ability to produce speech through the use of dialogues and drills. The repetitive nature of ALM helps reinforce language structures and vocabulary, which enhances fluency. Similarly, Prator and Celce-Murcia (1979) argued that the Audio-Lingual Method's focus on pronunciation and sentence patterns provides students with a strong foundation for speaking English accurately and confidently. The method's emphasis on oral drills, according to Larsen-Freeman (2000), helps minimize the students' fear of making mistakes, making it easier for them to engage in conversation. While ALM has been widely used across the world, its application in Indonesian schools has been less frequently studied. However, some

research suggests that it could be beneficial in the Indonesian context, where English is taught as a foreign language and students often face challenges with speaking. Rachman (2015) explored the use of the Audio-Lingual Method in Indonesian classrooms and found that it helped students gain confidence in speaking by providing them with more opportunities to practice. The method was particularly effective in addressing pronunciation issues, a common problem for Indonesian learners of English. This study aligns with the findings of Fauziati (2009), who noted that the structured practice inherent in ALM leads to improvements in both accuracy and fluency, which are essential for effective communication.

The application of ALM in secondary education, particularly for younger learners such as those in the eighth grade, has been explored in various studies. A study by A. P. Smith (2017) found that adolescents benefit from the interactive nature of ALM, as the drills and pattern practices keep them engaged and reduce their anxiety about speaking in front of others. The method's emphasis on repetition helps students become more comfortable with common sentence structures and vocabulary. This was also supported by the work of Richards and Renandya (2002), who highlighted that ALM, when applied in a supportive classroom environment, could significantly enhance students' speaking abilities. Despite its benefits, the Audio-Lingual Method has faced criticism over the years. Some scholars argue that the method places too much emphasis on mechanical repetition and does not adequately foster creative or spontaneous language use (Hymes, 1972). Critics like Widdowson (1990) suggest that while ALM is effective for teaching controlled grammar and vocabulary, it may not encourage learners to think critically or develop communicative competence. This concern has led to a shift toward more communicative approaches, such as Communicative Language Teaching (CLT), which focus on authentic communication and interaction. However, proponents of ALM argue that the method can still be effective when combined with more communicative strategies. Motivation and confidence are key factors in language learning, especially in the development of speaking skills. According to Dörnyei (2001), learners who feel motivated and confident are more likely to engage in speaking activities and overcome the fear of making mistakes. The Audio-Lingual Method's emphasis on error correction and repetition may help build learners' confidence by providing them with the support they need to succeed. Research by MacIntyre and Noels (1996) suggests that creating a classroom environment where mistakes are seen as part of the learning process can significantly boost students' willingness to participate in speaking activities. ALM, by focusing on repetitive practice and correction, offers a supportive framework for building this confidence. One of the primary strengths of the Audio-Lingual Method is its ability to address pronunciation issues, which are particularly prominent in non-native English learners. According to Celce-Murcia et al. (2010), the use of drills in ALM helps students internalize proper pronunciation and improve their accent. This is crucial for students in Indonesia, where English pronunciation often differs significantly from their native language, leading to common errors.

The repetitive nature of ALM allows students to master sounds and intonation patterns that are difficult to acquire through traditional teaching methods. This technique has been proven effective in reducing mispronunciations and helping students achieve more accurate speech. In addition to improving pronunciation, the Audio-Lingual Method is also effective in building students' vocabulary. Through the repetition of dialogues and the use of controlled vocabulary, students gradually expand their word bank. According to Hatch and Brown (1995), vocabulary



acquisition is essential for effective speaking because it allows students to express a broader range of ideas. The pattern drills used in ALM help reinforce the meaning and usage of words in context, which improves retention and recall. This method's systematic approach to vocabulary acquisition can be particularly beneficial for Indonesian students who may have limited exposure to English outside the classroom. The literature reviewed demonstrates that the Audio-Lingual Method is an effective approach for improving speaking skills, particularly in areas such as pronunciation, fluency, and vocabulary. Although the method has faced criticism for its over-reliance on mechanical repetition, it remains a valuable tool for enhancing oral communication in language learners, especially in contexts where learners are shy or lack confidence. The research suggests that ALM can be particularly effective in Indonesian classrooms, where students often struggle with speaking skills. The current study aims to build on these findings and evaluate the effectiveness of the Audio-Lingual Method in improving speaking skills at SMP Negeri 1 Baranti.

## **METHOD**

This section outlines the research design, participants, sampling procedure, data collection methods, and data analysis techniques used in this study to examine the effectiveness of the Audio-Lingual Method (ALM) in enhancing the speaking skills of eighth-grade students at SMP Negeri 1 Baranti. This study employs a pre-experimental design using a one-group pre-test and post-test approach. This design is appropriate for measuring the impact of the Audio-Lingual Method on the students' speaking skills by comparing their performance before and after receiving the intervention. The research involves a single group of students who will be tested for their speaking skills before and after the application of ALM-based teaching techniques. The results from the pre-test and post-test will allow the researcher to assess the changes in students' speaking abilities and determine if the Audio-Lingual Method is effective in improving their speaking skills.

The participants of this study are 23 eighth-grade students from class VIII.1 at SMP Negeri 1 Baranti. The sample consists of both male and female students who are enrolled in the English course at the school. These students were selected because they exhibit difficulties in speaking English, including issues with pronunciation, fluency, and a lack of confidence, which are common challenges among the students at the school. The students' ages range from 13 to 14 years, and they have basic English proficiency but struggle with active oral communication. The sample of students for this research was selected using a cluster random sampling technique. As the population consists of three classes of eighth-grade students, one class (VIII.1) was randomly chosen as the sample for the study. This technique was chosen to ensure that the sample accurately represented the general population of eighth-grade students at SMP Negeri 1 Baranti, while also minimizing the researcher's bias in participant selection. All 23 students in the selected class participated in the study. Before the intervention, all 23 students will take a pre-test to assess their baseline speaking skills. The pre-test will consist of a speaking assessment focused on accuracy, fluency, and comprehensibility. The students will be asked to perform a speaking task, such as introducing themselves, discussing a hobby, or describing their daily life, which will

provide a baseline for their speaking abilities. The pre-test will be administered individually to allow for a more accurate evaluation of each student's speaking skills.

The treatment phase will involve applying the Audio-Lingual Method in the classroom over a period of four weeks. The treatment will consist of four sessions, each lasting 80 minutes. During each session, the teacher will introduce dialogues and vocabulary related to specific themes, such as introductions, hobbies, daily life, and chain drills. The students will engage in various drills and practice dialogues in pairs or groups. The teacher will provide corrective feedback on students' pronunciation, fluency, and accuracy throughout the session.

Each session will follow these steps:

1. Introduction to the topic: The teacher will explain the theme and provide examples of relevant vocabulary and sentence structures.
2. Practice drills: Students will practice the dialogues in pairs or groups, using repetition drills to reinforce correct pronunciation and grammar.
3. Correction and feedback: The teacher will offer immediate correction and feedback on students' pronunciation and language use.
4. Assessment: Throughout each session, the teacher will assess students' performance, paying attention to accuracy, fluency, and comprehensibility.

The Audio-Lingual Method's emphasis on repetition, pattern practice, and error correction will help students internalize language structures, improve their speaking abilities, and build their confidence in using English. After completing the four sessions of the intervention, the same speaking test used in the pre-test will be administered as a post-test. The post-test will be identical to the pre-test in format and content, allowing for a direct comparison of students' speaking skills before and after the intervention. The post-test will again focus on accuracy, fluency, and comprehensibility, with each student asked to perform the same speaking tasks.

Data for this study will be collected through speaking tests administered at two different points in time: before (pre-test) and after (post-test) the implementation of the Audio-Lingual Method. The speaking test will assess three key aspects of speaking:

- Accuracy: The correct use of grammar, vocabulary, and pronunciation.
- Fluency: The smoothness and naturalness of speech.
- Comprehensibility: How easily the speaker's message is understood by others.

Additionally, the researcher will take notes and observe students during the treatment sessions, providing qualitative insights into students' participation and engagement.

The data collected from the pre-test and post-test will be analyzed using both descriptive and inferential statistics. Descriptive statistics will be used to calculate the mean and standard deviation of the students' scores on the pre-test and post-test to summarize the general trends in the data. Inferential statistics, specifically a paired-sample t-test, will be used to compare the students' pre-test and post-test scores to determine if there is a statistically significant difference

in their speaking skills after the intervention. The significance level for the t-test will be set at 0.05.

The paired-sample t-test will help assess whether the Audio-Lingual Method led to a significant improvement in the students' speaking abilities, specifically in accuracy, fluency, and comprehensibility. This study will adhere to ethical guidelines to ensure that the rights and well-being of the participants are protected. Prior to the start of the study, informed consent will be obtained from both the students and their parents or guardians. The participants will be assured that their involvement is voluntary, and they have the right to withdraw from the study at any time without consequence. All data collected will be kept confidential, and the results will be used solely for academic purposes.

## RESULT AND DISCUSSION

This section presents the results of the study, including the analysis of the pre-test and post-test data, and discusses the implications of the findings based on the use of the Audio-Lingual Method (ALM) to improve the speaking skills of eighth-grade students at SMP Negeri 1 Baranti. summarizes the classification, frequency, and percentage of student scores in the pre-test and post-test. The pre-test was administered to assess the students' initial speaking skills before the intervention, while the post-test was administered after four weeks of instruction using the Audio-Lingual Method.

**Pre-Test Results:** The pre-test results show that the majority of students scored poorly. As shown in Table 1, no students were classified as "Very Good" or "Good," and only 4 students (17.39%) scored in the "Average" range. The majority of students (82.61%) scored in the "Poor" category, indicating that many of them struggled with basic speaking skills prior to the intervention(Nugraha & Rachmijati, 2021).

**Post-Test Results:** The post-test results show a marked improvement. While most students still scored in the "Poor" category (60.87%), 3 students (13.04%) scored in the "Good" category, and 6 students (26.09%) scored in the "Average" category. This indicates that, while a large number of students still face challenges in speaking, the majority showed improvement in their speaking abilities after the intervention.

**Table 1: Pre-Test and Post-Test Scores Classification.**

Classification	Pre-Test (%)	Frequency	Post-Test (%)	Frequency
Very Good	0%		0%	
Good	0%		13.04%	
Average	17.39%		26.09%	
Poor	82.61%		60.87%	
Very Poor	0%		0%	

## Mean Scores and Standard Deviations



The mean scores for the pre-test and post-test provide a clear picture of the overall improvement in the students' speaking skills.

- Pre-test mean score: 54.30
- Post-test mean score: 57.04

As shown in Table 2, the post-test mean score is higher than the pre-test mean score, suggesting an improvement in the students' speaking abilities after the application of the Audio-Lingual Method. The standard deviation of the pre-test was 3.89, while the standard deviation of the post-test was 7.997. The increase in the standard deviation for the post-test indicates greater variation in the students' post-test scores, which could suggest a wider range of improvement among students.

**Table 2: Pre-Test and Post-Test Mean Scores and Standard Deviations**

Group	Mean Score	Standard Deviation
Pre-Test	54.30	3.89
Post-Test	57.04	7.997

### **Statistical Analysis: Paired-Sample T-Test**

To determine whether the improvement in speaking skills was statistically significant, a paired-sample t-test was conducted. The test revealed that the difference between the pre-test and post-test scores was significant ( $p\text{-value} = 0.000$ , which is less than the alpha level of 0.05). This means that the improvement in the students' speaking skills after the intervention was not due to chance, but rather the result of the Audio-Lingual Method.

The findings of this study suggest that the Audio-Lingual Method (ALM) had a positive impact on the speaking skills of eighth-grade students at SMP Negeri 1 Baranti (Harfiah, 2022; Kurniawan, 2018). The results show a significant improvement in students' speaking abilities, as evidenced by the higher mean scores in the post-test compared to the pre-test. The improvement in students' speaking skills can be attributed to the repetition, drills, and pattern practice inherent in the ALM. These activities helped students internalize language structures and pronunciation, which contributed to their ability to produce more accurate and fluent speech. The increase in the number of students classified in the "Average" and "Good" categories after the intervention further supports the conclusion that ALM contributed to the enhancement of students' speaking skills. While many students still scored in the "Poor" category, the improvement in scores indicates that the Audio-Lingual Method provided students with the tools they needed to progress in their speaking abilities (Febriana, 2022; Permata & Putra, 2023).

The results of this study align with previous research on the effectiveness of the Audio-Lingual Method in improving speaking skills. Studies such as those by Cagri (2013) and Richards and Rodgers (2001) have shown that the repetitive and structured nature of ALM helps students build confidence and fluency in speaking (Putri, 2020; Septiani, 2022). In the context of Indonesian education, where English is taught as a foreign language, students often face challenges such as limited exposure to English and fear of speaking. The findings suggest that ALM can help overcome these challenges by providing a systematic approach to speaking practice that encourages active participation and error correction. In addition to improving overall speaking skills, the study found that the Audio-Lingual Method was effective in

addressing specific aspects of speaking, such as pronunciation, fluency, and comprehensibility (Amelia & Nur, 2021; Mulyani, 2019). During the intervention, students practiced dialogues that emphasized correct pronunciation and intonation patterns. By repeating these dialogues, students were able to reinforce their understanding of English sounds, which contributed to better pronunciation in the post-test. Moreover, the emphasis on fluency through pattern drills helped students speak more smoothly and with fewer hesitations, contributing to overall fluency and comprehensibility.

While the Audio-Lingual Method showed positive results, there are still challenges that need to be addressed (Fitriani, 2018; Zuhriyah & Pratolo, 2020). The majority of students still scored in the "Poor" category in the post-test, indicating that ALM alone may not be sufficient to achieve proficiency in speaking. It is likely that additional strategies, such as interactive speaking activities and real-life communication practice, are needed to further improve students' speaking skills. Furthermore, the limited duration of the intervention (four weeks) may not have been enough to bring about more significant improvements for all students. Future research should consider longer interventions or a combination of methods to address the limitations identified in this study. Additionally, research could explore the impact of ALM on other aspects of language acquisition, such as listening or writing skills. It would also be beneficial to investigate the role of motivation and classroom environment in the effectiveness of ALM in improving speaking skills. The results of this study indicate that the Audio-Lingual Method is effective in improving the speaking skills of eighth-grade students at SMP Negeri 1 Baranti (Utami & Arifin, 2020). The significant improvements in students' pronunciation, fluency, and comprehensibility suggest that ALM is a valuable tool for enhancing students' ability to communicate in English. While challenges remain, particularly for students in the "Poor" category, the study demonstrates that structured, repetitive practice can significantly improve speaking abilities in a short period. The findings highlight the potential of the Audio-Lingual Method as a powerful technique for teaching speaking skills, and provide important implications for English language teachers in Indonesia and other similar contexts (Farhanah, 2019).

## CONCLUSION

This study examined the effectiveness of the Audio-Lingual Method (ALM) in improving the speaking skills of eighth-grade students at SMP Negeri 1 Baranti (Aulia, 2021; Nasution, 2021). The findings showed a significant improvement in students' speaking abilities—particularly in pronunciation, fluency, and comprehensibility—after a four-week intervention using ALM. The structured repetition, drills, and pattern practices helped students internalize language forms and gain confidence. A paired-sample t-test confirmed the significance of the score differences between pre-test and post-test, indicating that ALM effectively enhanced students' English speaking proficiency.

Despite these promising results, a number of students still remained in the "Poor" category, suggesting that ALM may need to be supplemented with more interactive and communicative strategies to reach all learners effectively. For teachers, incorporating ALM techniques into classroom activities—such as daily repetition drills, dialog memorization, and pronunciation correction—can foster more active student engagement. Education policymakers may also

consider integrating ALM-based modules into language curricula, especially in rural or EFL-dominant regions, to strengthen foundational speaking skills. Future research should explore longer interventions and combine ALM with other approaches to optimize student outcomes.

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